Montreat College
2003 - 2004
Academic Catalog

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Montreat College 2003 - 2004 Academic Catalog

Published by Montreat College, Montreat, NC 28757. The Catalog is available on request from the Office of Admissions by calling 828-669-8012, ext. 3781 or by e-mail (admissions@montreat.edu).

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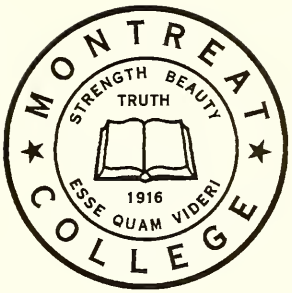
Visit us online: www.montreat.edu

Montreat College reserves the right to make necessary modifications in classes, fees, personnel lists, academic policies, and programs at any time.

Montreat College admits students of any race, color, religion, sex, age, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, age, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administrative programs. It does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973.



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2003

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FALL 2003 SEMESTER

Student Services workshop ..... August 14-15, Thurs.-Fri.
Student leadership workshop ..... August 17-22, Sun.-Fri.
Faculty workshop ..... August 20, Wed.
Arrival and financial registration of new students ..... August 21, Thurs.
New student orientation ..... August 21-26, Thurs.-Tues.
Arrival of continuing students ..... August 24, Sun.
Financial registration of continuing students ..... August 25, Mon.
Classes begin at 8 A.M. ..... August 27, Wed.
Opening convocation at 11 A.M. ..... August 28, Thurs.
Last day to add a course ..... September 3, Wed.
S.A.L.T. ..... September 12-14, Fri.-Sun.
Homecoming ..... October 2-5, Thurs.-Sun.
Midterm / Fall break begins after last class ..... October 15, Wed.
(residence halls close at 5 P.M.)
Residence halls reopen at 7 P.M. ..... October 19, Sun.
Classes resume ..... October 20, Mon.
Last day to drop a course with a "W" ..... October 22, Wed.
Board of Trustees meeting ..... October 23-24, Thurs.-Fri.
Board of Visitors meeting ..... October 31-November 1, Fri.- Sat.
Advising and preregistration for spring semester ..... November 10-21
Thanksgiving break begins after last class ..... November 25, Tues.
(residence halls close at 5 P.M.)
Residence halls reopen at 7 P.M. ..... December 1, Mon.
Classes resume at 8 A.M. (following a Monday schedule) ..... December 2, Tues.
Last day of class ..... December 12, Fri.
Final exams begin at 8 A.M. ..... December 15-18, Mon.-Thurs.
Christmas break begins after last exam ..... December 18, Thurs.
(residence halls close at 5 P.M.)

SPRING 2004 SEMESTER

Arrival of new and continuing students ..... January 11, Sun.
Financial registration of all students ..... January 12, Mon.
Classes begin at 8 A.M. ..... January 13, Tues.
Opening convocation at 11 A.M.. ..... January 13, Tues.
Last day to add a course ..... January 20, Tues.
Crossroads ..... February 3-5, Tues.-Thurs.
Winter Commencement at 2 P.M. ..... February 14, Sat.
Midterm ..... March 3, Wed.
Spring break begins after last class (residence halls close at 5 P.M.) ..... March 5, Fri.
Residence halls reopen at 7 P.M. ..... March 14, Sun.
Classes resume at 8 A.M. ..... March 15, Mon.
Last day to drop a course with a "W" ..... March 17, Wed.
Advising and preregistration for fall semester ..... April 5-16
Easter break begins after last class (residence halls close at 5 P.M.) ..... April 8, Thurs.
Residence halls reopen at 7 P.M. ..... April 12, Mon.
Classes resume at 8 A.M. (following a Monday schedule) ..... April 13, Tues.
Board of Trustees meeting ..... April 22-23, Thurs.-Fri.
Honors convocation ..... May 4, Tues.
Final exam study day ..... May 6, Thurs.
Final exams begin at 8 A.M. ..... May 7-8, 10-11, Fri.-Tues.
Spring Commencement at 2 P.M. ..... May 15, Sat.

FALL 2004 SEMESTER

Student Services workshop ..... August 12-13, Thurs.-Fri.
Student leadership workshop ..... August 15-20, Sun.-Fri.
Faculty workshop ..... August 18, Wed.
Arrival and financial registration of new students ..... August 19, Thurs.
New student orientation ..... August 19-24, Thurs.-Tues.
Arrival of continuing students ..... August 22, Sun.
Financial registration of continuing students ..... August 23, Mon.
Classes begin at 8 A.M. ..... August 25, Wed.
Opening convocation at 11 A.M. ..... August 26, Thurs.
Last day to add a course ..... September 1, Wed.
S.A.L.T. ..... September 17-19, Fri.-Sun.
Homecoming ..... September 30-October 3, Thurs.-Sun.
Midterm/Fall break begins after last class ..... October 13, Wed.
(residence halls close at 5 P.M.)
Residence halls reopen at 7 P.M. ..... October 17, Sun.
Classes resume ..... October 18, Mon.
Last day to drop a course with a "W" ..... October 20, Wed.
Board of Trustees meeting ..... October 21-22, Thurs.-Fri.
Board of Visitors meeting ..... November 5-6, Fri.-Sat.
Advising and preregistration for spring semester ..... November 8-19
Thanksgiving break begins after last class ..... November 23, Tues.
(residence halls close at 5 P.M.)
Residence halls reopen at 7 P.M. ..... November 29, Mon.
Classes resume at 8 A.M. (following a Monday schedule) ..... November 30, Tues.
Last day of class ..... December 10, Fri.
Final exams begin at 8 A.M. ..... December 13-16, Mon.-Thurs.
Christmas break begins after last exam ..... December 16, Thurs.
(residence halls close at 5 P.M.)

SPRING 2005 SEMESTER

Arrival of new and continuing students ..... January 9, Sun.
Financial registration of all students ..... January 10, Mon.
Classes begin at 8 A.M. ..... January 11, Tues.
Opening convocation at 11 A.M. ..... January 11, Tues.
Last day to add a course ..... January 18, Tues.
Crossroads ..... February 1-3, Tues.-Thurs.
Winter Commencement at 2 P.M. ..... February 12, Sat.
Midterm ..... March 2, Wed.
Spring break begins after last class (residence halls close at 5 P.M.) ..... March 4, Fri.
Residence halls reopen at 7 P.M. ..... March 13, Sun.
Last day to drop a course with a "W" ..... March 16, Wed.
Easter break begins after last class (residence halls close at 5 P.M.) .... March 24, Thurs.
Residence halls reopen at 7 P.M. ..... March 28, Mon.
Classes resume at 8 A.M. (following a Monday schedule) ..... March 29, Tues.
Advising and preregistration for fall semester ..... March 29-April 8
Board of Trustees meeting ..... April 21-22, Thurs.-Fri.
Honors convocation ..... April 26, Tues.
Final exam study day ..... April 28, Thurs.
Final exams begin at 8 A.M. ..... April 29-30; May 2-3, Fri.-Tues.
Spring Commencement at 2 P.M. ..... May 7, Sat.

THE COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number 404-679-4501) to award the associate's degree, the bachelor's degree, and the master's degree. The college is also accredited by the National Council for the Accreditation of Teacher Education.

MISSION

Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, to reflect His image, to serve His church, and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life.

FOUNDATIONS

We believe humanity is God's creation in His own image, and therefore persons are thinking, relational, moral, and spiritual beings of dignity and worth. We seek to serve students in all these dimensions. Our aim is to challenge students to become the complete persons a loving God intends them to be and to live in vital relationship with Him. Therefore, we seek to be a faith community as well as an academic community. We see our educational mission as an extension of the great ends of the church and seek to graduate students who are committed to Christian servant-leadership in the world, promoting personal and social righteousness by God's grace and to His glory.

As a Christian college in the Presbyterian tradition, we are guided in our pursuit of academic excellence by the framework of Reformed beliefs. We confess the living God as the ultimate foundation of our faith and the source of all truth. We believe God is revealed perfectly in Jesus Christ. We affirm our Lord and Savior Jesus Christ as the center of

history, restoring purpose, order, and value to the whole of life. We believe Jesus Christ to be the focus and culmination of scripture and that God's written Word is inspired, authoritative and, rightly interpreted by the Holy Spirit, is our infallible rule for faith, conduct, and worship. We study and address a world and humanity which were created good, corrupted by the fall, redeemed through faith in Christ, and are moving toward the final consummation of God's purposes through the work of the Holy Spirit.

EDUCATIONAL OBJECTIVES

Approaching the integration of faith and learning from an informed, biblical perspective, faculty, staff, and students form a Christian community of learners that seeks to pursue the premise that all truth is God's truth and explores the significance of this in the various academic disciplines. We are committed to a thorough exploration of and complementary relationship between biblical truth and academic inquiry. We openly embrace students of all cultures, races, and faiths in an atmosphere of academic excellence, intellectual inquiry, and Christian love.

The college seeks to provide a broad, rigorous liberal arts curriculum with an emphasis on traditional and selected professional degree programs, including degree programs for adult learners. The college's educational objectives include the following. That students will

1. develop an informed, biblical world view which includes,
    a. the sovereignty of God over all creation and knowledge;
    b. a lifestyle of Christian service to others and the community;
    c. the recognition of the intrinsic worth of self and all persons;
    d. a genuine critical openness to the ideas and beliefs of others;
    e. the formation of values and ethical reasoning;
    f. an appreciation for what is beautiful, true, and good in the arts and literature;
    g. a respect for and attitude of stewardship toward the whole of creation; and
    h. an understanding of the past and its interconnectedness with the present and future;
2. demonstrate effective written and oral communication skills;
3. demonstrate critical thinking and problem-solving skills;
4. demonstrate essential computer information systems skills;
5. demonstrate competency in their academic majors;
6. develop interpersonal and team skills and an understanding and appreciation of their personal strengths and weaknesses; and

7. become reflective and responsible citizens, effective leaders, and committed laity.

VISION

Montreat College aspires to be a Christian college of such character that we are known regionally, nationally, and internationally for the quality and value of our educational programs. We seek to be a leading, serving institution through developing students who will become servant-leaders in society. We would be a first choice provider of Christian higher education, an inspiration to our students, a servant to our communities, and a blessing to the whole church.

AFFILIATION

Montreat College is affiliated with the Presbyterian Church (U.S.A.) and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. We are a member institution of the Council for Christian Colleges and Universities.

INTRODUCTION TO MONTREAT COLLEGE

At Montreat College, a student's experience is enhanced by an education of value, grounded in a strong liberal arts core, taught by outstanding Christian faculty, and prized by employers and graduate schools. Students benefit from Montreat's small classes where their opinions matter, and they grow through one-on-one interaction with professors and classmates. Studies challenge them to integrate faith and learning while considering subjects in ways never thought possible. Hands-on experiences in the majors (internships, field studies, mission programs, community service, and independent research) enable students to gain practical career and life preparation.

Montreat College enrollment is growing. Total enrollment is approximately 400 in the School of Arts and Sciences on the Montreat campus and 600 in the off-campus School of Professional and Adult Studies. The student body represents approximately thirty states and ten countries. The natural beauty of the Montreat campus calms the spirit and awakens the senses. In a diverse, multicultural environment, students learn how to investigate the unfamiliar, think critically, and communicate and clarify their ideas. In the process, they develop the skills, personal

values, and faith to take their place in the world with confidence. Montreat College welcomes students of many denominations and cultural backgrounds, including students from all corners of the world. In the dorm or over dinner at a professor's house, students find themselves sharing perspectives and exchanging ideas. The distinct spirit of community goes beyond the faculty, staff, and students and extends to visiting Christian conference members and residents of the town of Montreat and neighboring Black Mountain, as well as to the "cottagers" who vacation here throughout the seasons.

Montreat College is also a place where students can set themselves apart through an extraordinary range of leadership opportunities. A nationally recognized Discovery/Wilderness Program takes advantage of the mountain location and offers a unique twenty-one day adventure for academic credit. Outdoor recreation opportunities ranging from hiking to whitewater adventures to snow skiing are available to students. Students can also choose from a variety of off-campus volunteer service opportunities such as area nursing homes, churches, children's homes, and shelters.

Montreat College is a member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA). Men compete in baseball, basketball, cross-country, golf, soccer, and tennis. Women compete in basketball, cross-country, soccer, softball, tennis, and volleyball. Students also enjoy an active intramural program where exciting competition takes place throughout the year.

Montreat College's off-campus School of Professional and Adult Studies holds classes in Asheville, Charlotte, Murphy, Cherokee, and various other North Carolina locations. Campus extension facilities are located in Charlotte and Asheville.

The School of Professional and Adult Studies is designed especially for the adult learner who has completed some college work and desires to finish a degree in an accelerated program by attending class one night per week. This off-campus program offers the Associate of Science (A.S.), Bachelor of Business Administration (B.B.A.), and Master of Business Administration (M.B.A.) degrees.

HISTORY

The beauty and tranquility of the Blue Ridge Mountains led Congrega-

tionalist minister John C. Collins to form the Mountain Retreat Association in 1897 "for the encouragement of Christian work and living through Christian convention, public worship, missionary work, schools, and libraries." By 1907, J. R. Howerton of Charlotte, NC, conceived and carried out the idea of purchasing Montreat for the Presbyterian Church in the United States. Then, in 1913, Dr. Robert C. Anderson, president of the Mountain Retreat Association, proposed that the grounds and facilities of the Association be used for a school during the academic year. In 1915, the General Assembly decreed "that the property of the Mountain Retreat Association be used for a Normal School and that the establishment of the school be referred to the Synods."

The Synods of Appalachia, Georgia, Alabama, North Carolina, Tennessee, and Virginia elected trustees who met in Montreat on May 2, 1916, and elected Dr. Robert F. Campbell of Asheville, NC, chairman, Mr. W. T. Thompson Jr. of Knoxville, TN, secretary, and Ruling Elder T. S. Morrison of Asheville, NC, treasurer. The Montreat Normal School, a four-year preparatory and two-year college combination, opened its first session in October 1916 with eight students. Montreat Normal School continued to grow over the years. Throughout times of war, economic fluctuations, and rapid social change, the school sought to provide a Christian setting in which to prepare young women to become teachers.

In 1934, during Dr. Robert C. Anderson's tenure as president, Montreat Normal School (College Department) was renamed Montreat College. The college grew as its academic program expanded. It began a four-year degree program in 1945. After 14 years as a four-year women's college, the college was restructured in 1959 as a coeducational junior college and was given a new name, Montreat-Anderson College.

In 1986, the college Board of Trustees, realizing the demands and changing circumstances in higher education, made the decision to become again a baccalaureate institution. The dream of its first president, Dr. Anderson, was for the college to serve as an accredited baccalaureate institution. The college has realized that dream. It returned to the original name of Montreat College in August of 1995, sharing the original vision and identity. The change reflects the Montreat College of today, a four-year college with several growing campuses and a graduate program.

Montreat College's School of Professional and Adult Studies began

offering classes on September 19, 1994. The college's Charlotte campus was officially opened on September 11, 1995, and the Asheville campus held its grand opening on October 8, 1996.

In June 1998 Montreat College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a level three institution to offer the master's degree in business administration.

The presidents of the college have been Dr. Robert Campbell Anderson, 1916-1947; Dr. J. Rupert McGregor, 1947-1957; Dr. Calvin Grier Davis, 1959-1972; Dr. Silas M. Vaughn, 1972-1991; Mr. William W. Hurt, 1991-2002; and Dr. John S. Lindberg, 2002-2003.

CAMPUS LOCATIONS

Montreat College is located in the beautiful Blue Ridge Mountains of Western North Carolina. The scenic main campus is nestled into sloping woods just 15 miles east of Asheville, NC, and three miles from I-40. Students enjoy the proximity of Asheville, one of North Carolina's most architecturally and culturally diverse cities.

The college's Black Mountain campus is three miles from the main campus in the historic town of Black Mountain. Originally the summer home of electrical industrialist F. S. Terry, the 68-acre Black Mountain campus consists of a 24,000 square foot Manor House with indoor pool, gymnasium, and guest rooms; and a dozen other buildings, including offices, individual homes, cabins, and group housing.

The climate is widely recognized as one of the world's finest and the region has been a major summer and fall vacation area for years. A number of ski resorts are located within easy travel from the campus, making the area a winter favorite also.

Montreat College's main campus is set in the mountain valley town of Montreat. The tree-filled campus contains many small streams. Students enjoy living in the beautiful mountain stone dormitories that provide views of the mountains surrounding the campus. Two men's residence halls and two women's halls house more than 75 percent of the main campus student body.

Montreat College's School of Professional and Adult Studies has campus facilities located in Charlotte and Asheville, NC. The School of Professional and Adult Studies also holds classes in several other North

Carolina locations. The Charlotte campus is located off Tyvola Drive near the Charlotte Douglas Airport. The Charlotte Coliseum is within sight of the modern campus at 4135 South Stream Boulevard. Located at 318 Ridgefield Court in the Ridgefield Business Center, the Asheville campus is located in a growing section of the city, near the Biltmore Square Mall, off I-26. Both campuses are convenient and practical, having been designed with the adult student in mind.

In addition to Montreat College's permanent campus facilities in Charlotte and Asheville, the School of Professional and Adult Studies holds classes in various other North Carolina locations, including Marion, Murphy, Hendersonville, Hickory, Clyde, and Cherokee.

COLLEGE BUILDINGS AND FACILITIES

Gaither Hall (1935, later renovated) houses the President's Office, Advancement Office, Alumni Office, Public Information Office, Registrar's Office, Chaplain's Office, Business Office, Admissions Office and Financial Aid Office. Gaither Chapel, classrooms, a language and music laboratory, music faculty offices, and the Fellowship Hall are also located in Gaither Hall. This building was given to the college by Mrs. R. C. Anderson as a memorial to her parents, Mr. and Mrs. Thomas Hall Gaither.

McGowan Center for Christian Studies (1998) is the home of the Christian Ministries Division with faculty offices, classrooms, conference and seminar rooms. It also features the 212-seat Chapel of the Prodigal with a fresco based on the return of the prodigal son by internationally-known artist Ben Long.

L. Nelson Bell Library (1972, later renovated) is a centrally-located facility containing more than 78,000 bound volumes, access to numerous full-text journals, ample study rooms, and a computer lab available for student and community use. The Bell Library belongs to a coalition of college libraries, which greatly enhances study and research by making more than 500,000 volumes available from colleges throughout Western North Carolina. The college has a campuswide fiber-optic computer network linking the computer lab with the campus and providing access to the Internet.

Hamilton Gallery (1997) is located on the mezzanine of the L. Nelson Bell Library and provides space for student art as well as traveling and local exhibitions.

Morgan Hall (1969, later renovated) provides ample classroom space for science and mathematics classes and well-equipped laboratories. In addition there are faculty offices, a large lecture hall, and a seminar room.

McAlister Gymnasium (1954, later renovated) provides class facilities for health, physical education and outdoor education, coach and faculty offices, locker rooms, athletic training facility, weight room, and gym.

McLeod Hall (renovated) houses the offices of the human services and humanities faculty.

Anderson Hall (1968, later renovated), air-conditioned with private baths and an elevator, provides residence for 144 women. The five-story building has a spacious lobby and is carpeted throughout.

McGregor Hall (1942, later renovated), an air-conditioned residence hall for older students, features an extensive lobby dominated by a large stone fireplace. McGregor Hall also houses the college's Health and Counseling Centers and the Campus Police Office.

Davis Hall (1964, later renovated) is an air-conditioned men's residence hall accommodating 102 students. It has a private lounge and reception area and baths on each floor.

Howerton Hall (1979, later renovated), an air-conditioned men's residence hall housing 112 students, has private or adjoining baths for all rooms.

Howerton Dining Hall (1950, later renovated) provides food service for students, faculty and staff, and guests. A small, private room is also available for group meetings.

W. H. Belk Campus Center (1985) is centrally located on campus beside Gaither Hall. This beautiful building includes a prayer room, large mall area with student mail boxes, the Cavalier Cafe, the campus bookstore, document center, offices for academic affairs, student services, the art and business faculty, classrooms, and a computer lab.

Anderson House (1912), the former residence of founding President Dr. and Mrs. R. C. Anderson, serves as the president's home and is a comfortable setting for special occasions and receptions.

Newell Athletic Field (1982), with a spectacular view of the mountains,

contains the collegiate baseball field which was literally carved out of the mountainside. Physical education classes and intramural sports are also conducted on this field.

Black Mountain Campus (2001) houses the teacher education department and the Adventure of the American Mind project of the Library of Congress. Athletic fields for softball and soccer support the college's intercollegiate athletic program.

LIBRARY FACILITIES

The L. Nelson Bell Library is an integral part of the college's academic program. The staff, collection, and services support the educational program and information needs of the faculty and students, both on and off campus.

Services include interlibrary loan, online searching of databases and library instruction. Staff members provide orientation to the library for students and work closely with the faculty to offer instruction to individual classes. Librarians are available to assist students in locating information on the Web and in the use of electronic reference sources.

The library's collection offers access to information in all formats. Resources include books, ebooks, print and electronic journals, online databases, CD's, videos, DVD's, and other audiovisual media. The audiovisual department provides materials and equipment to support the instructional program. Online services include NC Live, the Appalachian College Association central library, and other databases that support the educational program. Through the Mountain College Library Network (MCLN) online catalog, faculty, and students have access to 500,000 volumes from academic libraries in Western North Carolina.

The building is equipped with ample study and research areas for individual and group work. Available within the facility are computers with Internet connectivity, an audiovisual viewing room for use of non-print media, small study rooms, and individual study carrels.

Special collections include the memorabilia of Dr. L. Nelson Bell, the Crosby Adams Music Collection, Montreat College historical materials, and Terry Estate papers. An education curriculum lab is maintained at the Black Mountain campus.

The main campus library is the hub for library services at the Charlotte and Asheville campuses. Services for the School of Professional and Adult Studies (SPAS) are designed specifically to meet the needs of the adult student population. The reference librarian provides computer-based informational services, email reference assistance, interlibrary loan, library orientation and instruction and remote access to the library's online databases. Arrangements with area academic libraries offer borrowing privileges to SPAS faculty and students.

Through their Internet accounts, faculty and students can access online databases that cover multiple disciplines. This service provides on-site and remote access to an extensive range of journals with many in full-text. Students can connect to these databases both on and off campus. SPAS faculty and students can also connect to these databases from terminals.

Additionally, the main campus library makes all of its services available to faculty and students in the School of Professional and Adult Studies. The online catalog and associated database can be accessed from the Charlotte and Asheville site. The catalog contains Montreat library holdings as well as those of five other academic libraries. Requests for library services may be transmitted to the main campus library by toll-free telephone line, fax, or email. The librarians conduct online searches, provide interlibrary loan and reference services, and fax journal articles directly to students. Library orientation sessions are conducted for individual cohorts.

COMPUTER FACILITIES

Montreat College is served by a Windows NT network that utilizes a fiber optic backbone linking most campus buildings and a wide area network linking the Montreat, Asheville, and Charlotte campuses. High speed hardwire connections which provide access to the campus network and to the Internet are available to all residential students. All students receive a free email address.

Computer labs consisting of multimedia computers with connections to the Internet are available in the Belk Center Computer Lab and the Bell Library Community Training Facility. Internet access is also available in the library facilities at the Asheville and Charlotte campuses. Various academic departments have other facilities available including Macintosh computers and department-specific software.
The college hosts a World Wide Web home page at www.montreat.edu.

Visitors can access information about the college and campus life. They can look at faculty home pages and request information about classes. Students can access assignments, schedules, and other class information online. Alumni can visit the page and see what is happening at Montreat, as well as keep in touch with other alumni. Prospective students can request more information, including an application, by email from admissions@montreat.edu.

The website for "An Adventure of the American Mind" can be accessed at aam.montreat.edu.

Further information on computing facilities is available by contacting the technology department at (828) 669-8012 x3654 or tmcmurtry@montreat.edu

WRITING CENTER

Students are encouraged to take advantage of the resources provided by the Writing Center, physically located inside the Bell Library computer lab and also available on the Web at www.montreat.edu/writing. Writing consultants are available to answer questions about format, grammar, and punctuation as well as provide feedback on student's writing. Writing consultants are available Sunday through Thursday, 6:00 P.M.-11:00 P.M. during the academic year beginning the third week of classes and ending the week before final exams. Electronic and phone consultation are also available (see Website for more information).

OTHER FACILITIES IN MONTREAT USED BY THE COLLEGE

The Montreat Conference Center provides facilities often used by Montreat College which include:

The Assembly Inn, an attractive conference hotel across Lake Susan from the college campus, accommodates 180 overnight guests. The spacious lobby, dining room, seminar conference rooms, and a convocation hall are available for college use. Parents and friends of students will find comfortable accommodations here. For reservations, write the Assembly Inn, Montreat, NC 28757, or call (828) 669-2911.

Tennis courts are used for college teams, classes, and personal play.

Anderson Auditorium, the year-round assembly hall which seats more than two thousand people, is available for college commencements, concerts, and convocations. It also houses four classrooms and a small auditorium for drama and concerts.

The Barn serves as the Montreat center for square dances.

The Department of History, one of the two official archival agencies of the Presbyterian Church (U.S.A.), encourages the use of its facilities by Montreat College students for historical research into topics of current interest to the Presbyterian and Reformed community. The collection includes 40,000 printed volumes, 20,000 periodical volumes, over 6,000 cubic feet of archives and manuscript material relating to the history of the Southern Presbyterian Church, and a strong biographical and bibliographical collection. Resources for study are also available in North Carolina, United States, European, and Asian history. The presence of the Department of History in Montreat provides Montreat College students the rare opportunity to work with materials usually found only in centers of graduate education.

ADMISSION INFORMATION

For information and application materials for the School of Arts and Sciences, please contact the Office of Admissions: Montreat College, Box 1267, Montreat, NC 28757; 800-622-6968; email: admissions@montreat.edu; Website: www.montreat.edu. All formal application materials should be submitted to the director of admissions.

FRESHMEN APPLICANTS

Students entering the School of Arts and Sciences as freshmen must submit

1. a formal application including photograph;
2. a nonrefundable application fee of $15;
3. an official transcript of high school credits indicating successful completion of requirements for graduation with a diploma, or State High School Equivalency Diploma, or record of successful completion of General Educational Development (GED) tests;
4. a medical examination report and immunization record filled out in full and signed by a physician (North Carolina State law requires all students attending a public or private college or university to submit proof of immunizations prior to registration. All records of immunization must be certified either by a physician's signature, a health department stamp, or be a copy of North Carolina school health record. Dismissal from school is mandatory under the law if these immunization requirements are not met);
5. Scholastic Aptitude Test (SAT) scores from the College Entrance Examination Board, Princeton, NJ 08540, or American College Testing (ACT) scores from the American College Testing Program, Iowa City, IA 52240, as recorded on an official high school transcript, or sent directly by the test center to Montreat College (Code No. 005423); or the TOEFL for international students; and
6. an essay, class rank, and high school transcript. They must meet SAT / ACT and high school grade point average requirements as determined by a sliding scale. High school core class requirements should include four years of English, three years science, three years social studies, three years math (Algebra I, II, geometry) and one year foreign language. Specific questions regarding the sliding scale should be directed to the Office of Admissions.

International applicants must be a graduate of a secondary school system or the equivalent and must have sufficient proficiency in the English language so they are able to study at the college level. International applicants who have lived in the United States for less than two years and/or have not graduated from an English-speaking school must

a. visit the college and appear before a screening committee;
b. submit a minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL) or 173 on the computer-based test.

International applicants who are currently living outside the U.S. must

a. have a minimum score of 500 on the paper-based TOEFL test or 173 on the computer-based test;
b. have good recommendations on English ability from a missionary or an appropriate agency representative, another English-speaking person in the area, or a headmaster or teacher;
c. submit an official transcript of the secondary school record, preferably including class rank.

The international student must meet the same obligations as other students including obtaining a medical examination and proving financial responsibility.

Montreat College welcomes applications for admission from students who have been home schooled. Students who complete high school are required to present documentation of their academic work. Students who complete high school in a home school must present a copy of their home school diploma and include official scores along with a record of their home school courses and ACT or SAT scores.

TRANSFER STUDENTS

Montreat College welcomes transfer students. A minimum of 60 semester hours of transferable credits with a minimum grade of "C" (2.0 on a 4.0 scale) will permit a student to enter with junior status; students with 90 semester hours will be granted senior status. All students seeking degrees must meet the requirements as outlined under "Degree Requirements" regardless of the total credits accepted in transfer. See "Conditions of Acceptance of Transfer Credit" in this section for details on the college's transfer policy.

Transfer students must submit

1. a formal application including an optional photograph;

2. a nonrefundable application fee of $15;
3. an official transcript from all post-secondary institutions previously attended;
4. a statement of good standing or eligibility to reenroll from the last post-secondary institution attended;
5. an official high school transcript plus SAT or ACT scores from applicants with less than 24 semester hours of transferable credits;
6. scores of the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test of the American College Testing Program, sent directly by the Board to Montreat College (Code No. 005423); and
7. medical examination report and immunization record filled out in full and signed by a physician (see #4 under "Freshmen Applicants").

International students wishing to transfer college credit must meet the same qualifications listed in #6 under "Freshmen Applicants."

CONDITIONS OF ACCEPTANCE OF TRANSFER CREDIT

1. Only work from a regionally accredited school with a grade of "C" or better (2.0 on a 4.0 scale) will be accepted in transfer. Courses that do not apply to a student's degree program will not be accepted.
2. Credits from regionally-accredited institutions will be considered for courses for which Montreat College offers no equivalent course, provided that the transferred course is considered within the general framework of the liberal arts curriculum. Only courses that are academic in nature and purpose will be accepted in transfer. Vocational training courses, such as air conditioning repair, electrical circuitry, welding, and key punch are not accepted. Some vocational courses that are academic in content, like a course in anatomy and physiology, may be considered up to 30 semester hours. Any vocational course accepted toward a general education requirement will not apply to this 30-hour limit.
3. Transfer students who have earned the Associate in Arts or Associate in Science degree and who meet the minimum requirements for admission to Montreat College will receive transfer credit for all eligible courses taken from those colleges

listed under "Direct Transfer Programs," subject to normal transfer credit policy. No more than 66 semester hours may be transferred from a two-year school.

4. Courses will be transferred as "P" and will be considered as earned credit but will not affect the grade point average or graduation honors.
5. Students transferring with senior status from another institution must successfully complete at least eighteen hours in the major at Montreat College.
6. A student who wishes to enroll in courses offered by another institution must complete the required form and receive approval to do so from the registrar. Failure to follow this procedure may result in loss of transfer credit for these courses.
7. A student who is transferring from another institution and who has been placed on academic probation/warning for the previous semester will be automatically placed on academic probation at Montreat College.

Students who are transferring and are participating in athletic events must also follow guidelines established by the NAIA in order to be considered eligible.

GENERAL APPLICATION INFORMATION

Students may enter Montreat College's School of Arts and Sciences at the beginning of either the fall or spring semester. Although the college has a rolling admission policy for each semester, students are strongly encouraged to apply well before the starting date of the semester they wish to enter. Housing and class space are limited, and early acceptances will receive preference.

When all application forms and credentials are received from the applicant, the admissions director and/or the Admissions Committee will review them, and the applicant notified of the decision. Each qualification will be considered in relation to all of the applicant's qualifications—no one item will necessarily be the deciding factor in acceptance or rejection. All accepted students are required to pay a nonrefundable advance deposit of $100. Students are encouraged to make this payment as soon as possible to reserve their place in the upcoming class. Payment of this deposit is required prior to preregistration for courses.

A campus visit is the single most important step in determining the right college to attend. Montreat College encourages any interested persons to visit, tour the campus, attend class, talk to professors and students, and eat in the dining hall. Individual appointments are available. Call 1-800-622-6968 or email: admissions@montreat.edu for more information.

STUDENT RECORDS

All student records and files are kept confidential in accordance with the Family Educational Rights and Privacy Act of 1974. This act grants to all students in secondary education the right to inspect, challenge, and to a degree control the release of information in their files. Requests for access to academic records must be made in writing to the registrar and requests for access to other personal records must be made in writing to the dean of students. The college has 45 days to comply with each request. Following access, the student or parent may request a hearing to challenge the contents of a record. The registrar or the dean of students will arrange the time and place and notify the student or parent of such. Except under court order, the information within a student's file will not be released without the written consent of the student. The provision excludes the custodian of the file.

READMISSION OF FORMER STUDENTS

Students formerly enrolled at Montreat College who for any reason have not been in attendance for the preceding semester must submit a formal application for readmission to the Admissions Office. The dean of students and the registrar will be consulted before a decision is made on readmission.

Students who have been enrolled at another institution and are applying for readmission to Montreat College must submit

1. a formal application;
2. an official transcript from each institution attended since leaving Montreat College (students who have not been enrolled at another institution need only submit a formal application for consideration);
3. approval by the registrar and the dean of students; and
4. a medical examination report and immunization record filled out in full and signed by a physician (see #4 under "Freshmen Applicants").

ADMISSION OF SPECIAL AND PART-TIME STUDENTS

Students may be admitted to the college to take fewer than nine total academic hours for their personal edification and without pursuing a degree. Students wishing to enter under the "special" classification should make formal application and indicate their desired admission status.

A special student wishing to take 12 or more credits in one semester must apply as a regular student through the Admissions Office. A maximum of 18 credits earned while a special student will be applied toward a degree program. Students are considered part-time when they are seeking a degree, have been accepted as a regular student, and are taking fewer than 12 credits in a given semester.

TIME-SHORTENED DEGREE OPPORTUNITIES

Montreat College accepts and provides numerous programs by which students may accelerate their academic careers, have a wider range of course choices, and reduce the overall length of time spent in completing degree requirements.

1. **Early Admission:** This program allows superior students to be admitted following completion of the junior year in high school. Applicants will be considered on an individual basis by the Admissions Committee. For additional information, contact the Admissions Office. No student will be considered who has less than a "B" average for all high school work attempted.
2. **Dual Enrollment:** This program offers high school students an opportunity to earn college credit while completing their senior year. This opportunity is open to all area high school and home schooled students who are seniors and at least 16 year of age. The college will cover the tuition cost for one course per semester for students who submit the following: (1) An application for admission, along with an official copy of the high school transcript and a $15 application fee, and (2) a written recommendation from a school official.

3. **Increased Course Load:** Students with a 2.75 average the preceding semester at Montreat College may obtain permission from the registrar to carry up to 21 semester hours.
4. **Credit by Examination:** A student may participate in a variety of credit-by-examination programs in order to earn credit toward degrees awarded by Montreat College. A maximum of 30 semester hours may be awarded through any combination of these programs. Credit will be recorded as pass/fail. No credit will be granted for any course in which the student is enrolled, or was enrolled and failed to meet the course requirements. Tests may only be taken one time.
   a. **Advanced Placement Program (APP)**—This credit by examination program is sponsored by the College Entrance Examination Board for evidence of completion of college-level courses taken in the high school. Scores of 3, 4, or 5 will be accepted, depending on the discipline.
   b. **College Level Examination Program (CLEP)**—This CLEP subject area examination will award credit toward graduation to students who earn scores equal to grades of "C" or better. Students may make arrangements by August 1 to take any CLEP Subject Area examinations at a CLEP testing site before the beginning of school.
   c. **Proficiency Examination Program (PEP)**—These examinations, sponsored by the American College Testing Program, cover some subject areas not currently offered by other national credit-by-examination programs, and credit will be granted for scores which meet Montreat College's standards.
   d. **Servicemen's Opportunity Colleges Course Credit (SOC)**—Veterans may submit through SOC a record of courses completed while in the armed service.
   e. **Modern Foreign Languages**—Placement exams are given during new student orientation in August and during preregistration in November and March. Students who place into a course by exam will receive credit for the preceding lower-level course(s) upon successful completion of the course into which they have been placed. A maximum of six hours may be earned by placement exam.

For more information, contact the Admissions Office.

FINANCIAL INFORMATION

Montreat College tries to insure that the opportunity for Christian higher education be given to all who desire it. By endeavoring to keep expenses at a minimum and by offering a substantial and comprehensive financial aid program, Montreat provides an educational opportunity for many students who otherwise might not be financially able to attend college. **No qualified student should hesitate to apply because of lack of financial resources.**

2003-2004 PROGRAM FEES
SCHOOL OF ARTS AND SCIENCES

FULL-TIME TUITION, ROOM, AND BOARD

	per semester	per year
Full-time tuition*	$7,060	$14,120
Room and board**	$2,221	$ 4,442
Resident student rate	$9,281	$18,562

* Full-time tuition is charged to students taking nine or more semester hours.
** Room charge is based on double occupancy. Additional charge for private room is $900 per semester. Board plan includes 17 meals/week. Additional charge for 21 meal plan is $100 per semester.

SPECIAL INSTRUCTIONAL FEES

OE 280 Discovery, per course	$ 650
ES 305 American Ecosystems, per course	$2,300
ES 460 Special Topics in Field Studies, per course	varies by topic
PE 270 Downhill Skiing, per course	$ 275
Applied Music, per course	$ 95

OTHER CHARGES

Advance deposit (nonrefundable)	$100
New student orientation fee	$160

Returned check fee	$ 20
Late preregistration fee	$ 15
Late arrival fee (with prior approval of Business Office)	$ 25
Late financial registration fee (without prior approval of Business Office)	$100
Graduation fee	$ 40
Audit fee, per course (applies to part-time and audit-only students)	$100
Internship tuition, per credit hour	$240
Part-time tuition (less than 9 semester hours), per credit hour	$350
Graduate-level part-time tuition, per credit hour	$450
Overload fee (over 18 credit hours), per credit hour	$100
Student sickness and accident insurance (required unless waived)*	$715
Student athlete participation insurance (required unless waived)*	$600

*Annual premium will be waived upon proof of major medical coverage by August 8, 2003.

RESIDENTIAL STUDENT AMENITIES

Private room charge, per semester	$900
21 meal plan (four extra meals per week), per semester	$100
Campus parking permit	No charge
Local phone service	No charge
Extended basic cable television service	No charge
Authorization code for long distance service	No charge
Email address	No charge

NOTE: Montreat College reserves the right to modify any of these charges at any time.

PAYMENT OF TUITION, FEES, ROOM AND BOARD

Tuition and fees are due on or before financial registration for each semester. Bills showing estimated charges are mailed to new and preregistered students in early July and December. Prepaid status is afforded those who make payment arrangements by August 1 for the fall semester and January 1 for spring semester. **All students are required to attend financial registration before the start of each semester, unless they secure the prior approval of the Business Office.**

For the convenience of students and their families, an annual payment plan (payable over ten months) and a semester payment plan (payable over three months) are available through Academic Management Services at 1-800-635-0120.

Students who have unpaid accounts at the college will not be permitted to register for the next semester. Transcripts, diplomas, and grades are not issued unless all charges have been paid in full. The college reserves the right to assess reasonable costs of collection and litigation as well as levy an interest charge equal to one and one half percent (1.5%) per month on any account with a balance beyond thirty days past due. Student accounts are assessed for library fines, damaged property, parking fines, etc., as those charges are incurred.

REFUND/REPAYMENT POLICY

A student is considered enrolled for attendance purposes until the last day of attendance or the end of the semester, whichever is first. To withdraw from classes, the student should follow the formal withdrawal process outlined in this *catalog*. Official withdrawal forms are available in the Registrar's Office.

A *refund* refers to money paid toward college charges that must be returned to financial aid sources and/or the student. A *repayment* is the amount of cash disbursed to the student that must be repaid to federal, state, or institutional sources.

Requests for refunds are to be directed to the college Business Office. The amount of refund will depend upon whether the student has been awarded federal Title IV and state financial assistance.

GENERAL INSTITUTIONAL REFUND POLICY

Normally, if a student withdraws from the college during the semester, the amount of charges retained by the college depends upon the period of time the student has been enrolled.

If the student withdraws,	**the college retains:**
before the first day of class	0%
before the end of the first week of class	10%
before the end of the third week of class	50%
before the end of the fifth week of class	75%
after the fifth week of class	100%

An administrative fee of $100 will be deducted from any refund due. Fees are not refundable.

RETURN OF TITLE IV STUDENT AID

In the event a student withdraws from the college, the Business Office is required to process a withdrawal calculation. Such a calculation is based upon the student's last date of documented class attendance. All awards that include federal Title IV aid will be subject to the federal Return of Title IV Funds calculation. All nonfederal funds are subject to the Montreat College refund calculation, except for the North Carolina Legislative Tuition Grant (NCLTG). The NCLTG is always refunded to the state of North Carolina unless the student has attended through the eligibility date before withdrawing. The NCLTG cannot be prorated based upon the length of enrollment. Montreat College has a fair and equitable refund policy, as required under Section 668.22(b)(1) of the federal regulations. The Montreat College refund calculation is equal to the federal calculation but considers only nonfederal forms of aid.

The federal Return of Title IV Funds calculation determines the percentage of the period of enrollment for which the assistance was awarded that the student actually completed. This figure is used to determine the percentage of the aid the student earned for the period of enrollment. All unearned funds are returned to the proper agencies in the order prescribed by federal and state laws: Unsubsidized Stafford Loan; Subsidized Stafford Loan, Federal PLUS Loan; Federal Perkins Loan; Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; other state, private, or institutional aid; the student. **Students must pay any charges remaining on their account after funds are returned to the proper agencies.**

APPEAL PROCESS

A student may request an exception to the normal college refund policy by directing a written appeal to the vice president for finance and information technology.

CREDIT BALANCES

Students may receive a distribution of a credit balance from their account during the semester, though not prior to the conclusion of the first two weeks of the semester or the actual receipt of funds. To receive a check for the credit balance, all requests must be made by submitting

a credit refund request form to the Business Office. Credit refund request forms are available in the Business Office. Refund requests are processed each Friday and are available to the student the following Wednesday afternoon.

FINANCIAL AID

GENERAL INFORMATION

There are two types of financial assistance at Montreat College—aid based on financial need and aid based on other criteria, such as academic or athletic achievement. Each year, the college administers more than two million dollars in assistance.

The Financial Aid Office is committed to helping the student/parent with funding as much as possible. However, the final financial arrangements must be made between the student and the Business Office.

A student must be classified as a full-time student in good academic standing and meet all federal requirements to receive federal and state funding. Pell Grants and loans may be obtained by students who are less than full-time and qualify.

APPLICATION PROCEDURE

1. Apply for admission to Montreat College.
2. Complete the Free Application for Federal Student Aid (FAFSA) and the Montreat College Scholarship Application. Mail these two forms to the Montreat College Financial Aid Office. Forms should be submitted as soon as possible after January 1.
3. Montreat College processes the FAFSA electronically for a student. The results are then transmitted to the school.
4. Financial aid decisions are made after a student has been offered admission and after all documents regarding the family's financial situation are received. Students are notified via an official award letter which must be returned within two weeks after receipt.
5. Students eligible for educational benefits through Veterans Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Financial Aid Office.
6. **Students must reapply each year for financial aid.**

TYPES OF FINANCIAL AID

Financial aid is usually awarded in a package or combination of different types of assistance from various sources. Scholarships, grants, long-term loans, and employment are integral parts of the financial aid program, and some portion of the aid offered may consist of each of the forms.

Scholarships and grants are nonrepayable gifts. Those available are Montreat College academic scholarships, Montreat College need-based scholarships, Montreat College athletic scholarships, and program scholarships and grants, as well as those from outside the college including state grants (North Carolina Legislative Tuition Grant for North Carolina residents and those portable from other states for out-of-state students), North Carolina Contractual Grants, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG).

Loans available to Montreat College students include Federal Stafford Loans (subsidized and unsubsidized), Perkins Loans, and Federal Parents' Loan for Undergraduate Students (PLUS).

Work programs administered by the Financial Aid Office are the Federal College Work Study Program (FCWSP) and the Montreat College Work Program.

SPECIAL SCHOLARSHIPS

Athletic Scholarships
Board of Visitors Scholarship
Child of Alumnus
Child of Minister
Church Matching Scholarships
Greybeard Players Theatrical Scholarships
Leadership Scholarship
Music Scholarships
Rachel Henderlite Scholarships
Trustee Scholarships
Visual Art Scholarship

ENDOWED SCHOLARSHIPS

Endowed scholarships are the source of general scholarship or grant aid awards. Awards generally combine money available from several of these funds, and applicants should not apply for specifically named scholarships.

Virginia Abrams Memorial Scholarship
Akzona Scholarship
Elizabeth Humphries Anderson Scholarship
Verda Zoulean Anderson Scholarship
Anonymous Scholarship Fund
Florence M. Arrowood Scholarship

Tres Bailes Scholarship
Dr. and Mrs. Ira P. Baumgartner Scholarship
Beaty Seneca High School Scholarship
Blakemore Sisters Scholarship
Alice Seitz Bogie Scholarship
Edward and Rebecca Bonner Scholarship
John B. Bradley Work Scholarship
Jamie and Emily Browning Scholarship
Mr. and Mrs. Herbert Spencer Browning Scholarship
Margaret Lancaster Bryan Scholarship
Mary Anderson Burwell Scholarship
H. Jenks and Mildred Caldwell Scholarship
Class of 1939 Scholarship
Class of 1942 Scholarship
Class of 1944 Scholarship
Margaret "Peggy" Conger Byrd Scholarship
Rachel H. Cooper Scholarship
Winnie E. Coxe Scholarship
Becky and C. Grier Davis Scholarship
Walter Powell Davis Scholarship
B. Hoyt Evans Scholarship
Dana Beck Fancher Scholarship
Mr. and Mrs. P. K. Ferree Endowed Scholarship
First Presbyterian Church of Kannapolis Scholarship
Nancy Boyd Garrison Scholarship
James Gettys and Agnes Ezell Endowed Scholarship
Sue O. Gilkerson Scholarship
Ben Hill Griffin Jr. Scholarship
Willie Hines Gwaltney Scholarship
Evelyn Maxwell Harris Scholarship
John and Ann Haynes Memorial Scholarship
Clarence Hoeper Scholarship
Margaret McElwee Holt and Ralph Manning Holt Sr. Scholarship
Elizabeth Hoyt Alumni Work Scholarship
S. W. and Mary Huddleston Scholarship
Harvey B. and Mary B. Hunter Scholarship
William and Mary Eleanor Hurt Scholarship
Lola E. Johnston Scholarship
B. Everett and Katherine M. Jordan Scholarship
Mr. and Mrs. Jeter J. Kennedy Scholarship
George Kercher Scholarship
Mickey Lane Scholarship
Mr. and Mrs. Stanhop Lineberry Scholarship
Doris Luck Scholarship
Mary and John Luke Scholarship
R. J. Maclellan Charitable Trust Scholarship
MacMillan-Williams Scholarship for Christian Education
Annie J. Maxwell Scholarship

Elizabeth Maxwell Scholarship
Ruby McElwee Scholarship
Mary W. and Foster G. McGaw Scholarship
Matthew McGowan Scholarship
Dr. J. Rupert McGregor Scholarship
Mr. and Mrs. A. A. McLeod Scholarship
Mr. and Mrs. Robert H. Moore Sr. Scholarship
Arthur N. and Irene Morris Scholarship
Dr. John T. Newton and Dr. David L. Parks Biblical Scholarship
Helen H. Pamplin Scholarship
Partners in Christ Forest Hill Presbyterian Church Scholarship
H. Coleman and Lucy Matheson Payne Scholarship
Janet S. and Walter S. Pharr Scholarship
Bruce R. Powers Scholarship
H. Marsh and Lucy Puckett Scholarship
Charles Rathbun, Sr. Work Scholarship
George and Nita Roughgarden Scholarship
William and Effie Rule Scholarship
Ralph and Virginia Sanders Scholarship
Alfred Scarborough Jr. Memorial Scholarship
Robert Lee Scarborough Jr. Scholarship
Shelton Endowed Scholarship
W.A.L. Sibley Scholarship
Winston Hall Sibley Scholarship
Elizabeth Sloan Scholarship
George H. and Helen W. Smith Scholarship
John I. Smith Scholarship
Ludi Loftis Spencer Scholarship
Margaret H. Spencer Scholarship
Claude Fisher Thomason Sr. Scholarship
Patrick A. Thrift Scholarship
George Anderson and Lottie Parker Toland Scholarship
Silas M. and Catherine S. Vaughn Scholarship
Margaret Wade Scholarship
Edith Warren Music Scholarship
Agnes C. Watkins Scholarship
Sprinza Weizenblatt Scholarship
David Lee Wells Memorial Music Scholarship
Westminster Presbyterian Church Scholarship
Steve and Jane White Scholarship
Elizabeth Wilson Scholarship
Mary T. Wyatt Scholarship

PRESBYTERIAN FOUNDATION
Winnie A. Coxe and Agnes Watkins Scholarship
Mattie Lee Gillespie Scholarship
Dan Hubbel Memorial Scholarship
Lucy McGregor Memorial Scholarship

Mary S. McLeod Scholarship
Thomas McPheeters Scholarship
S. W. Newell Scholarship
Mary Willie Tate Scholarship
Frances W. Thompson Scholarship

NONENDOWED ANNUAL SCHOLARSHIPS

These scholarships are funded on an annual basis. Recipients are selected by the Financial Aid Office through information obtained from the Montreat College institutional aid application.

Robert C. and Sadie G. Anderson Scholarship
Champion International Scholarship
Glade Valley School Scholarship
James G. K. McClure Educational and Development Fund
Frank H. and Annie Bell Wilhelm Perry Memorial Scholarship
Reynolds Missionary Scholarship
Lettie Pate Whitehead Scholarship Fund

ADDITIONAL SCHOLARSHIPS AVAILABLE THROUGH THE PRESBYTERIAN CHURCH (U.S.A.)

Appalachian Scholarship
National Presbyterian College Scholarship
Samuel Robinson Award Scholarship
Student Opportunity Scholarship

STATEMENT OF SATISFACTORY PROGRESS FOR FINANCIAL AID PURPOSES

To be eligible to receive Title IV federal funds, Pell Grants, SEOG, Federal College Work Study, Federal Perkins Loans, Federal Stafford Loans or state and institutional aid, students must maintain satisfactory progress.

A student at Montreat College will, assuming all other eligibility requirements for payment of federal state and institutional aid are met, be eligible to receive federal, state, and institutional aid for a maximum of one and one-half the number of hours required for completion of the degree program. A student is considered to be making satisfactory progress for purposes of receiving federal, state, and institutional aid if the academic degree requirements of the institution are met as stated in this catalog (see "Academic Information").

Any student who is placed on academic probation at the end of a semester will be given a one-time probationary semester (grace period) to bring the cumulative grade point average and/or earned hours up to

the required standard. During the probationary semester the student will continue to receive federal, state, and institutional aid. At the end of the probationary semester, if the student's cumulative grade point average and/or earned hours is still not sufficient to meet the satisfactory academic progress standards, the student will lose **all** forms of financial aid for the following semester(s) until they once again meet the required standards. Students are allowed one probationary semester for the entire time they attend Montreat College. If students are placed on academic probation after they have used their probationary semester, they will automatically lose **all** forms of financial aid for the following semester(s) until they are once again meeting the satisfactory academic progress requirements. If a student is declared ineligible and is waiting on a grade change, *the deadline is 4:00 P.M. on the third day of class for that semester.* If the Financial Aid Office does not have verification of a grade by that deadline, the student will not receive funding for that semester.

If a student drops below full-time status during the semester, all aid will be deleted except the Pell Grant and loans when applicable. The Pell Grant and loans will be prorated as required by federal law.

CCCU STUDY ABROAD PROGRAMS

Montreat College allows a maximum of five students a year to use institutional funds for the study abroad programs of the Council of Christian Colleges and Universities. Students must have a minimum cumulative grade point average of 3.0 to qualify for assistance. In addition, the program must serve the purpose of enhancing the student's major field of study. Approvals are made on a first come, first served basis. Students receiving tuition exchange or the faculty/staff scholarship are not eligible for this program.

VETERANS BENEFITS

The Office of the Registrar works with the Veterans Administration to assist in administering the various programs of benefits to veterans or eligible relatives of veterans. The Registrar's Office certifies enrollment and transmits necessary credentials and information to the proper administrative office.

A student must be admitted and actively enrolled in classes at Montreat

College before enrollment verification for veterans benefits can begin. Students in the School of Arts and Sciences as well as the School of Professional and Adult Studies may be eligible for the full monthly allowances provided they are enrolled in 12 or more semester hours. However, allowances for students in the School of Professional and Adult Studies will be classified by course length and not by term enrollment. Students are responsible for reporting any changes in enrollment status to the Registrar's Office.

In order to obtain application forms, check on the status of benefits, or for additional information, contact the Veterans Administration at 1-800-GI Bill 1 or www.gibill.va.gov.

STUDENT LIFE

Student life outside the classroom is one of the most significant aspects of a full college life. Students grow and develop in their social and spiritual lives just as in the academic area, learning to talk openly, choosing life values, having fun, and discerning those activities which contribute to true joy. Student life is an important area, influencing education with a Christ-centered perspective at Montreat College. The dean of students, director of student activities, and Student Activities Committee plan and encourage a wide range of programs to meet the needs and interests of each student, and to fulfill the goals and purpose of the college.

A CHRISTIAN COMMUNITY

A key element in student life is a vital Christian on-campus community and in the Montreat area. This community grows by the Bible's message of truth, love, forgiveness, reconciliation, and recognition of Christ as Lord. The aim is to winsomely model that message through Christian community by a concern for each other, a carrying of each other's burdens, and a way of conveying and dealing with feelings which should be different from that of contemporary culture and world. The community provides a unique opportunity to experience a model of Christian involvement. The emphasis is not upon having achieved perfection, but upon service and growth toward maturity.

The community embraces persons from many denominations who represent a variety of Christian backgrounds as well as non-Christian students. There is an opportunity to learn to accept and enjoy different backgrounds in an atmosphere of tolerance and cordiality. The spiritual growth and maturity of students is encouraged through a wide range of experiences. Weekly chapel services bring a variety of outstanding speakers to the campus from many parts of the world. Students have the opportunity to participate in other formal and informal meetings during the week, some coordinated and led by the college chaplain. The Montreat Presbyterian Church holds Sunday services in Gaither Chapel. The Student Christian Association organizes regular Bible studies, Wednesday evening praise and worship time, and weekend retreats.

STUDENT PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

Students fully participate in institutional decision-making and policy development through membership on faculty and Board of Trustees committees, and by having direct access to the President's Cabinet by the Student Government Association.

CHAPEL/CONVOCATION ATTENDANCE POLICY

The weekly chapel services at the college are intended to be a focus of worship for the whole community. They also serve to bring to the college distinguished speakers and groups who address the significance of Christian faith and activity in the world today. Convocation, a time for college community activities, is used for cultural and educational purposes intended to broaden the horizons and enrich the experience of the student body.

All students are required to attend a specified number of chapels, convocations, and special gatherings. No student may graduate without meeting the chapel/convocation attendance requirement except for those granted an exemption as described below. Specific requirements are distributed at the beginning of each semester.

Students may be exempt from the requirement to attend chapel convocation services if they (1) work 25 or more hours per week (verification in writing from the employer is required), (2) have children who require care, OR (3) are commuting a distance of more than 30 miles round trip. All requests must be made in writing to the dean of students prior to registration or no later than one week following the beginning of classes each semester. Those enrolled in a student teaching course are automatically exempt from the chapel/convocation requirement that semester.

SOCIAL OPPORTUNITIES

College social opportunities are extensive. Because the campus is small, students see each other often and there is varied social contact. All persons on campus become known as individuals. Classes and organizations sponsor concerts, banquets, dances, talent shows, plays, hikes, picnics, movies, and intramural competition. There are three semiformal dances each year—homecoming, Christmas, and spring.

EXPECTATIONS AND REQUIREMENTS

It is the desire of the college to create a Christian atmosphere in which all phases of college life will be conducive to the continuous Christian growth of the individual. Bible courses form an essential part of the curriculum. In addition, regular attendance at chapel is required and local church attendance is encouraged.

THE HONOR SYSTEM

Life at Montreat College is based on the belief that the ideal community is made up of honorable individuals. Mutual trust and consideration are essential to such a community, and it is for these that we strive.

Each student and faculty member has a responsibility for himself/herself and for every other member of the college community. The failure of one person to live honorably is in part the failure of all. The movement of one individual toward complete understanding of Christian living is a step toward honorable living for the whole college.

For this reason, the students of Montreat College have accepted the honor system where each student agrees to try to discipline his/her own life and to be ready to help others to discipline their lives toward the goal of a community in which each member will merit trust and respect. It is in large part due to the acceptance by faculty and students of the honor system as a way of life, that the spirit of Montreat is a reality, not only on the campus but wherever former Montreat students are found (excerpts from the *Student Handbook).*

STANDARDS OF CONDUCT

The trustees, administration, staff, faculty, and students seek to be motivated by Christ's love for us and we desire to reflect that love for one another; therefore, we are called upon to practice consideration, fair play and concern in our daily interaction with each other as an expression of our commitment to be a community under the lordship of Jesus Christ. Kindness and consideration demand the deliberate consciousness of other people's feelings and an effort neither to hurt nor offend other members of the community.

Such high aspirations require understanding of what Christian standards are in the social, as well as academic areas, and they can be

reached only when each one in the Montreat College community makes an honest effort to incorporate them into the pattern of daily living.

An obligation for patience, and for the effort toward redemption is inherent in a Christian community. At the same time, the college reserves the authority to ask those members to withdraw who do not accept its delineation of Christian standards, and who are unable to learn to live happily in the framework of its ideals. The college reserves the right to provide information to dependent students' parents or guardians. This information will be limited to issues related to student safety and disciplinary or academic decisions that would jeopardize the student's ability to remain enrolled. Expectations for student conduct can be found in the *Student Handbook.*

STUDENT ORGANIZATIONS AND SERVICES

The Student Government Association (SGA) is comprised of all the full-time students of Montreat College. It carries out its responsibilities through its executive, legislative, and judicial branches which operate at all levels of campus living. It plays a primary role in interpreting the needs of students and in determining the quality of student life. The SGA works closely with the dean of students and has the authority to implement and make effective its responsibility to the college community. Responsible student leadership has established a tradition of effective student government at Montreat College.

The Student Christian Association (SCA) carries large responsibility for translating the Christian emphasis of the college into all personal and social relationships, and outreach into the surrounding communities through various group projects. It also plans the weekly chapel programs.

Men's and Women's Intramurals are built around a strong intramural program based on participation in various team and individual sports.

Student Publications include a CD-online yearbook *(Agape)*, a student newspaper *(Whetstone)*, and a literary magazine *(Logos)*. These student-directed publications provide opportunity for students to increase their skills in writing and to voice their concerns for world issues. These publications come under the administration of the Alumni Office which reserves the right to monitor the content of these publications to see that the standards of the college's mission statement are maintained. In order to maintain these standards, a Publications Board oversees the daily

operations of these publications and appropriate by-laws.

Habitat for Humanity Chapter is a student-run, student-led organization that performs three main functions: building or rehabilitating houses in partnership with Habitat affiliates and homeowners, educating the campus and local community about the need for affordable housing, and raising funds for the work of Habitat. Campus chapters promote the values of self-empowerment, grass-roots community involvement, leadership development, and a commitment to service and social action.

Alpha Chi, one of the three most prestigious national honor societies, maintains the North Carolina Tau Chapter at Montreat College.

International Student Organization builds relationships among the international students as well as among the entire student body.

Student Activities Committee plans and implements a wide variety of social and educational activities. Membership is open to all interested students.

Quest is a five-step training program for potential Young Life leaders and volunteers. It is designed to introduce the history, fundamentals, and leadership training skills of the Young Life ministry. After completing the program, students have the opportunity to become Young Life leaders in the Asheville area. Young Life's mission is to introduce young people to Christ and help them grow in their faith.

OTHER STUDENT OPPORTUNITIES

Sufficient student interest can bring about the formation of other activities such as language clubs, exercise classes, and musical instruction groups. Montreat College is continually seeking ways to improve and expand its equipment, facilities, and personnel in the area of campus activities. The director of student activities coordinates the out-of-class activities and cocurricular program.

Supplementing local campus activities, visiting professors, lecturers, and performing artists come to the campus throughout the year. The city of Asheville affords the college community additional cultural and recreational opportunities, such as the Community Concert Series and the Asheville Community Theater.

INTERCOLLEGIATE ATHLETICS

Montreat College believes that intercollegiate athletics play an important role in the overall educational experience of its students. A strong athletic program helps build and sustain a sense of pride, school spirit, excitement, and positive public relations for the college. At the same time, athletes are provided the opportunity to participate at a high level of competition while building important life skills.

Membership on a collegiate athletic team is a privilege afforded to a few and with that privilege comes responsibility. The college sees character development as the most important outcome of intercollegiate athletic participation. Therefore, athletes are held to a high standard of behavior on and off the field of play. The coaching staff adheres to this same high standard. This is reflected in the way in which Montreat teams approach every competition: being well-prepared, playing hard, and playing fair. Athletes and their coaches are expected to model the core values of respect, responsibility, integrity, sportsmanship, and servant leadership at all times. They also serve as willing role models to young people in the community. This is reflected by their involvement in ministry and service to the local and extended community and in overseas mission opportunities.

Montreat College is a member of the National Association of Intercollegiate Athletics (NAIA) and is classified for basketball as Division II. The college competes in the Appalachian Athletic Conference (AAC) composed of 12 colleges in North Carolina, Tennessee, Virginia, Georgia, and Kentucky. Members of the AAC are Alice Lloyd College, Bluefield College, Brevard College, Bryan College, Covenant College, King College, Milligan College, Montreat College, Tennessee Wesleyan College, Union College, University of Virginia's College at Wise, and Virginia Intermont College. The college offers 12 intercollegiate sports: For men; cross country, soccer, basketball, baseball, golf, and tennis; and for women; cross country, soccer, volleyball, basketball, softball, and tennis.

ELIGIBILITY

Students are eligible to participate in intercollegiate athletics if they meet the following NAIA requirements:

1. An entering freshman should be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the college. The GED will be recognized as

satisfying the grade point average for home schooled students. A student graduating from a high school outside of the United States, where the grade point average cannot be determined and the class rank is not available, may be ruled eligible by meeting the college's admission criteria for international students and specific NAIA requirements.

2. An entering freshman student must meet two of the three entry-level requirements:
    a. A minimum score of 18 on the Enhanced ACT or 860 on the SAT.
    b. An overall high school grade point average of 2.0 or higher on a 4.0 scale.
    c. Graduate in the upper half of the student's high school graduating class.
3. Students considering transferring to Montreat College from a two- or four-year institution who desire to participate in intercollegiate athletics must notify the appropriate coach of their status upon initial contact. The director of athletics will request permission of the transferring institution before further contact may occur between the prospective student and coach.
4. In order to be eligible for intercollegiate athletics, transfer students must meet all NAIA and AAC requirements with regard to institutional credit hours completed for the number of terms in attendance. Transfer students who were previously identified with an institution within the AAC must meet residency requirements of the conference before becoming eligible for competition.

GUIDING PRINCIPLES

The following vision, mission, and values guide the athletic department, teacher/coaches, and student/athletes:

VISION

The department aspires to honor Christ in all that it does by guiding and directing the lives of athletes to become the leaders of tomorrow. The desire is to always develop athletes and teams that will compete at their highest levels of performance while setting an exemplary standard of conduct reflecting the Christian values of the college.

MISSION

The primary mission of the athletic staff is the character development of athletes. This goal is accomplished through

- spiritual development;
- academic excellence; and
- athletic preeminence.

The staff is supportive of the institutional vision, mission, foundations, and educational objectives and aims to promote academic success, physical and emotional well-being, and the social development of athletes.

VALUES

- Exemplify humility in victory and dignity in defeat.
- Demonstrate good sportsmanship and fair play.
- Treat with respect all officials, other coaches, and players.
- Strive to model Christ by word and deed both on and off the playing field.

ATHLETIC SCHOLARSHIPS

Athletic grant-in-aid (AGIA) scholarships may be awarded for students participating in intercollegiate athletics. A total institutional aid budget is approved yearly by the dean of admissions and financial aid, and the president and assigned to the director of athletics who apportions out an AGIA budget to each head coach. AGIA becomes a part of the total financial aid package awarded to each student and the director of athletics is responsible to the president for ensuring compliance with current NAIA limits for each sport. Prospective students who are interested in athletic scholarships should complete an athletic questionnaire and return it to the respective head coach.

COUNSELING SERVICES

The college provides counseling services which includes personal and group counseling. Information, education, therapy, and biblical counseling are available to enable students to live emotionally free and healthy lives. Licensed professional counselors are available daily to help students with therapeutic needs or adjustment to college life. Limited mental health/personality testing is available on campus in the Counseling Center. The college chaplain, residence directors, and the dean of students are also available for personal counseling.

CAREER DEVELOPMENT

The college provides the Office of Career Development for career

counseling and career-related skill development. These services include assisting with choosing a major, selecting a graduate school, preparing a résumé, and organizing a job search. Each semester, the Office of Career Development assists all entering freshmen in the process of discovering how God has gifted them. Through the process students are encouraged and equipped to use their gifts in God-honoring ways. Ephesians 2:10 says, "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

A career resource library is maintained which includes information on entry-level openings, internships, study abroad programs, graduate school guides, summer and part-time jobs. The Office of Career Development maintains a Web page that lists services, career resources, and internet job search information at www.montreat.edu/careerdev/.

Montreat College is a founding member of the Western North Carolina Career Consortium and participates in a regional job fair each spring. As a participating member of the consortium, all students may partcipate in the job fair.

HEALTH SERVICES

The college provides a Student Health Services clinic staffed by registered nurses who have access to a local physician. Referrals to physicians of all specialities can be obtained through the Health Services Office. Emergency medical services are available through the resident directors during off hours. Students are required to submit an immunization certificate to the college in accordance with North Carolina state law G.S. 130-A-155 and are required to submit proof of major medical insurance coverage, or they must purchase a policy through the college.

RESIDENTIAL LIFE REQUIREMENT

The college is committed to developing and providing a strong residential community of servant-leaders which includes one upperclass-women's residence (McGregor Hall), one other women's residence (Anderson Hall), and two men's residences (Howerton Hall and Davis Hall). These residence halls provide a warm, friendly "home away from home" for students. Whether students are studying in front of a fireplace, playing pool in a game room or just having informal Bible study in a friend's room, the focus of residential living centers on developing relationships and sharing the love of Christ.

Each residence hall is staffed with a professional residence director and student resident assistants who are committed to serving each student as a whole person and who believe that each individual has infinite value to God. As the residence life staff serves the students, the desire is that the residents in turn, will seek to serve others and, by following the example of Christ, will become servant-leaders to each other.

Students are required to live in college-owned or controlled housing unless they are at least twenty-one years old, have senior status with good academic standing, are married, have a dependent child, or are living with parents or a legal guardian. Part-time and special students are not included in this requirement. Complete residence life information is published in the *Student Handbook.*

CAMPUS STORE

The Montreat College Campus Store is located in the Belk Campus Center and provides for the purchase of textbooks, supplies, clothing, gift items, and snacks.

LAUNDRY SERVICE

Residential students are required to bring their own linens. Self-service laundry facilities are available in all residence halls.

TELEPHONE SERVICE

Free local telephone service is available in all campus residence hall rooms. Residents are expected to provide their own touch-tone telephones in order to use the service. Direct dial long-distance service is available by arrangement through the college Business Office.

CABLE TELEVISION SERVICE

Free extended basic cable service is available in all campus residence hall rooms. Residents are expected to provide their own cable-ready televisions. Premium services are not available.

ACADEMIC INFORMATION

Students entering the baccalaureate program have the advantage of a Christian liberal arts education in a small college setting. Students in the School of Arts and Sciences can choose to pursue a bachelor of arts, bachelor of science, or bachelor of music degree. Teacher licensure is available in elementary education.

ACCREDITATION

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number 404-679-4501) to award the associate's degree, the bachelor's degree, and the master's degree. The college is also accredited by the National Council for the Accreditation of Teacher Education.

REGISTRATION

During official registration periods, students will confer with their advisors and secure the advisor's signature before submitting registration or any changes of registration to the registrar. Credit will be awarded only for courses in which the student is officially enrolled.

1. **Eligibility for course registration:** Courses numbered 100 and 200 are open to all students; 300-level are open to sophomores, juniors, and seniors; 400-level are open to juniors and seniors.
2. **Change of schedule:** All course changes must be made in the Registrar's Office before the deadline as listed on the academic calendar. Appropriate signatures must accompany the schedule change form.
   Adding a course: Students may add courses no later than the first week of the semester.
   Dropping a course: Students who wish to withdraw from a course without a notation on their permanent record may do so during the first week of the semester. After the first week, but before the published date for the semester, a student may withdraw from a course with a "W" recorded on the transcript. Upon withdrawal after that date, a grade of "WF" will be recorded. If a final course grade of "F" has already been incurred, a student may not withdraw from that course.
   NOTE: If students attend a course or section for which they

are not officially registered, they will not receive credit for the work. If they do not attend a course or section for which they are offically registered and do not officially drop the course through the Registrar's Office, they will receive a failing grade for that course.

3. **Withdrawal from college:** Students who wish to withdraw from all of their courses during a given semester (which constitutes withdrawal from the college) must obtain a withdrawal form from the academic support coordinator and submit the completed form to the Registrar's Office before the end of the semester. Students will be granted an honorable dismissal and receive a "W" in the registered courses provided the completed withdrawal form is submitted to the Registrar's Office within the time limit for dropping courses with a "W." Determination of tuition, room, and board refunds is based on the date the student completes the withdrawal process. Students who leave the college after the deadline for dropping classes with a "W" or who leave without completing the withdrawal process will not be granted honorable dismissal. Full charges will then be made, no refunds will be issued and a grade of "WF" or "F" will be assigned for all courses; whichever is appropriate. For medical reasons or other serious circumstances that prevent the student from completing the withdrawal process, the dean of students will make the appropriate arrangements.
4. **Repeating courses:** A student may repeat a course in which an "F" was received, in which case only the better of the two grades is calculated in the student's cumulative grade point average. However, the above policy is institutional. No assurance can be given that other colleges will treat repeated courses in the same manner. In addition, courses retaken at another school will not have the same effect on an "F" grade received at Montreat College.
5. **Auditing courses:** A student who wishes to audit a course must register for that course as an auditor. Registration is accepted only when approved by the appropriate professor and the registrar. Students may not attend a course for which they are not registered, either for credit or as an auditor.
6. **Tranferring courses:** A student who wishes to enroll in courses offered by another institution must complete the required form and receive approval to do so by the registrar. Failure to follow this procedure may result in loss of transfer credit for these courses.
7. **Doublecounting courses:** Students may apply any course that fulfills the requirements of (1) the general education core; (2) a

major; or (3) a minor to the general education core, the major, or the minor. Exceptions to this policy are noted in specific major requirements.

7. **Minimum and maximum loads:** An average academic load is 16 hours per semester. All resident students (except for those enrolled in a student teaching course) are required to enroll in a minimum of 12 semester hours each term to be considered a full-time student. Students may enroll in up to 18 semester hours. One additional course may be added with permission from the registrar. Only students who have at least a 2.75 grade point average from the preceding term will be considered for an overload approval.

REQUIRED COURSES FOR CONTINUING IN SCHOOL

All full-time students must be enrolled in the following courses, unless they have received transfer credit for them, until they are successfully completed: GE 100 Freshman Seminar (not required of students transferring in 12 or more hours); BB 101 Old Testament Survey; and EN 101 English Composition in the fall semester of the first year; and BB 102 New Testament Survey or BB 103 Survey of the Gospels; and EN 102 English Composition in the spring semester of the first year. Students who do not pass any of these courses will be required to reenroll in them the following semester. Note that students may not withdraw from any of these courses.

GRADING SYSTEM

Montreat College operates on a semester system. The academic proficiency of a student is indicated by the following letter system:

A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D+	1.33
D	1.00
D-	0.66
F	0.00

P/F Pass/Fail is assigned for internship, field education, and prepracticum classes. "Pass," equivalent to a minimum letter grade of "C," indicates that the credit hours for the course are deducted from the total hours needed for graduation with no impact on the grade point average. "Fail" indicates unsatisfactory work and is calculated in the grade point average.

I Indicates incomplete work and is given when some portion of the work is unfinished. "I" is to be given only when there are circumstances beyond the control of the student, such as serious illness, which prevents the student from taking the final exam or completing a course requirement. An incomplete must be completed within six weeks after the end of the course or the "I" grade will be converted to the grade the student earned before the course extension was granted.

W Indicates withdrawal from a course with permission and within the time limits and according to the procedures established by the Registrar's Office.

WF Indicates withdrawal after midterm of the semester. Factors into the grade point average as an "F."

AU Indicates a course which has been audited and no credit earned.

MIDTERM GRADES

Midterm grade reports are issued to all first-time freshmen during the fall and spring semesters of the freshman year. Midterm grades are not recorded on the official transcript but serve to notify students of their progress during the first half of the semester. Midterm grade reports are issued prior to the last day to drop a course with a "W."

GRADE CHANGES

All grades are final three months after the date of issuance. Grades will only be changed due to a computational error within three days from the start of the next semester. Under no circumstances will students be allowed to do makeup work to improve their grade once final grades have been submitted. All grade changes must be approved by the department chair and the registrar.

GRADE POINT AVERAGE (GPA)

The grade point average each semester is computed by dividing the total number of quality points earned by the total number of hours attempted. Courses with a notation of "W" will not be counted as hours attempted in computing grade point average; grades of "F" and "WF" will be counted as hours attempted. No quality points are assigned for grades of "F," "WF," "W," "AU," or Pass/Fail. Cumulative grade point average is computed on all courses taken, excluding courses in which a "Pass" grade has been received.

REQUESTING A TRANSCRIPT

The official record of the academic accomplishment of each student who enrolls is maintained by the registrar. All courses attempted, grades awarded, degrees conferred, and the major program of baccalaureate degree recipients, along with identifying personal data, are certified on the transcript. There is a $2.00 charge for each official transcript that is requested. Faxed transcripts will incur an additional $10 per copy charge ($12 total). Federal law requires the written consent of the student to release a transcript.

CLASSIFICATION OF STUDENTS

At the beginning of each semester, all students are officially classified by the registrar. Class standing is based on the following:

	Hours earned	Required cumulative gpa at end of year
Freshman	0-29	1.80
Sophomore	30-59	2.00
Junior	60-89	2.00
Senior	90 and over	2.00

First-time freshmen: New students who have no college credits prior to the immediately previous summer sessions, or who have only college credits taken while still a high school student.
Transfer: A student who, after high school graduation and prior to the immediately previous summer session, has been enrolled in another post-secondary institution before enrolling at Montreat College.

Readmit: A student readmitted to the same program level of instruction after an absence of one or more regular sessions.

Students are classified as:
Full-time: A student enrolled in 12 or more semester hours of credit.
Part-time: A student enrolled in 1-11 semester hours of credit.
Special: A student who is not a candidate for a degree and who cannot be classified by academic level, although taking courses in regular classes with other students.
Audit: A student taking course work for no credit.

GOOD ACADEMIC STANDING AND SATISFACTORY PROGRESS

Full-time students are in good academic standing and making satisfactory progress if they meet the criteria outlined in the following chart.

At the end of	year 1		year 2		year 3		year 4		year 5	
Term	1	2	1	2	1	2	1	2	1	2
Must have completed	9 credits	21	33 credits	45	58 credits	71	84 credits	98	113 credits	128
with a grade point average of at least	1.80	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Note: Students transferring into Montreat College with a grade point average below 2.00 will enter on academic probation.

When extenuating circumstances exist (such as injury to the student, illness of the student, or the death of a parent), the vice president and dean of academics may waive the above requirements and may declare a student to be in good standing and making satisfactory progress even though he/she fails to meet one or both of the above criteria.

Withdrawal from courses and grades of "Incomplete" will not affect good standing or academic progress provided the student meets the criteria indicated in the above chart.

CLASS ATTENDANCE

Regular class attendance is essential for learning, and Montreat College recognizes the need for students to be in class in order to gain the most from their college experience. Students should inform instructors of any anticipated class absences and are responsible to make arrangements to complete missed work. They are responsible to ensure that their instructors know when they are absent due to illness. Instructors establish their own attendance policies and inform students of these in the course syllabus, along with any penalties for absences. They may reduce grades for class absences, particularly if the nature of the course makes attendance imperative. If such a reduction is to be made, it will be stated in the course syllabus.

TUTORING PROGRAM

The tutoring program is organized to assist students of all scholastic levels in reaching their academic goals and is coordinated by the academic support coordinator. Special effort is made to reach those students who are experiencing temporary or long-range academic difficulty.

The services offered by the program include assistance in locating a private tutor if needed; accountability conferences to assist students in planning for academic improvement; and study skills counseling and resources which include note-taking, time management, and test-taking strategies. A list of tutors by various academic departments may also be obtained through the academic support coordinator.

ACADEMIC PROBATION

Students whose earned credits and cumulative grade point average fail to meet the criteria established for their level will be placed on academic probation for the next semester. If at the end of that semester the credits and cumulative average are still below the required minimum, the student will be placed on final probation for the following semester. If the necessary criteria have not been achieved by the end of final probation, the student will be subject to academic suspension. Students on final academic probation will lose their financial aid.

ACADEMIC SUSPENSION

The administration reserves the right to suspend a student from the college because of poor scholarship. Any student on academic or final probation who fails to meet the requirements of probation will be subject to academic suspension without refund of fees.

A student not permitted to continue for academic reasons may appeal the suspension in writing to the vice president and dean of academics within two weeks of the suspension. A student who is suspended for academic reasons may reapply to the college after one regular semester. If readmitted, the student will be placed on final academic probation. Work undertaken in summer school will be considered in evaluating a student for readmission, although transfer work cannot be used to raise a student's Montreat College grade point average.

DISMISSAL FOR ACADEMIC DISHONESTY

A student may be dismissed from the college without refund of tuition or fees after the second incident of academic dishonesty occurs (including, but not limited to, cheating and plagiarism). That student will not be eligible to reapply to the college for at least two years after the dismissal and any readmission will be subject to Admissions Committee review. Refer to the *Student Handbook* for full details of this policy.

ACADEMIC GRIEVANCES

An academic grievance must be received no later than 15 business days from the date final grades were issued by the registrar for the course in question. A formal grievance related to a grade may be filed only if one of both of the following conditions apply: (1) The student can provide evidence that an assigned grade was based on arbitrary or nonacademic criteria; (2) the student can provide evidence that the criteria for evaluating the assignment or course work were not applied or were misapplied, such that the assigned grade does not accurately reflect his or her fulfillment of course requirements and/or course policies as stated in the syllabus (i.e., class attendance, grade standards, penalty for late or incomplete work) and/or the applicable requirements of the college.

FINAL EXAMINATIONS

A student absent without excuse from a final examination may receive a failing grade in the course. Excuses from final exams are extremely rare and are granted at the discretion of the vice president and dean of academics and only in case of illness or death in the immediate family. Exams will not be given early in order to meet the travel plans of students. Students are to arrange all transportation well in advance in order to avoid conflict with the exam schedule.

GRADUATION PARTICIPATION

The twice yearly commencement ceremony (held each February and May) is for associate, baccalaureate, and master degree graduates, and all students receiving diplomas are encouraged to be present. Graduates may purchase caps and gowns, invitations, and other graduation supplies through the Campus Store. **Only students who have completed all requirements for graduation and have met all financial obligations to the college will be permitted to participate in the commencement ceremony.** Application for graduation must be made by October 1 for a December graduation, March 1 for a May graduation, and June 1 for an August graduation. Students who do not graduate at that time will need to complete a new application for graduation to be considered for the next degree conferral.

GRADUATION HONORS

For graduation with honors from a baccalaureate program, students must earn a minimum of 60 hours at Montreat College and have a cumulative grade point average of

3.85 - 4.00	*summa cum laude*
3.70 - 3.84	*magna cum laude*
3.50 - 3.69	*cum laude*

Students with 45-59 hours at Montreat College and a minimum grade point average of 3.75 may graduate "with distinction."

The Dean's List is made up of those students who, during the previous semester, met the following requirements: (1) received a grade point average of 3.5–3.89 on academic work; (2) earned at least 12 credit hours; (3) completed the chapel/convocation attendance requirement; (4) received no grade of "I," "F," "WF;" and (5) maintained a satisfactory citizenship record.

The Distinguished Scholars' List is made up of those students who, during the previous semester, have met the following requirements: (1) received a grade point average of 3.90 or above on academic work; (2) taken at least 12 hours of academic work; (3) satisfactorily completed the chapel/convocation attendance requirement; (4) received no grade of "I," "F," "WF;" and (5) maintained a satisfactory citizenship record.

Scholarship Pins, the highest academic award at Montreat College, are awarded annually to those students who have met the scholarship certificate requirements for six consecutive semesters.

Alpha Chi, one of the three most prestigious national honor societies, maintains the North Carolina Tau Chapter at Montreat College. Active membership is based on (1) good reputation and character; (2) rank in the top 10 percent of the junior and senior classes; and (3) regular student status at Montreat College for not less than one academic year prior to election.

The Faculty Service Award is given to a graduating senior who has evidenced effective Christian citizenship and who is recognized as having made an outstanding contribution to the life of the college.

The Kim Trapnell Servant Leader Award is awarded annually to the student who, in the opinion of the student services personnel, best demonstrates a servant's heart in leading others through service, attitude, and relationships within the college community.

Who's Who among Students in American Universities and Colleges representatives are selected according to scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, and service to the school, and potential for future achievement.

The Elizabeth H. Maxwell Literature Award may be given to a graduating senior who has demonstrated outstanding achievement in literary studies as determined by the English faculty. In order to be eligible, a student must have met the following requirements: (1) majored in English; (2) maintained a minimum grade point average of 3.2; and (3) demonstrated creativity and maturity in literary studies.

The Montreat College History Award may be given at the close of the academic year to a graduating senior deemed especially outstanding as a student of history. The recipient is usually a history major or minor.

The Greybeard Players Theatrical Excellence Award is available to sophomores, juniors, and seniors who have documented financial need and who have demonstrated excellence and potential in the field of theatrical arts through exemplary participation in the work of The Greybeard Players.

The Music Award recognizes the graduating senior(s) who has contributed most to the music program, in both academic and extracurricular music classes and activities.

The American Bible Society Scholastic Achievement Award is presented by the American Bible Society upon recommendation of the Division of Christian Ministries to a student who has excelled academically and has potential for making a significant contribution in the field of biblical studies.

The SGA Person of the Year Award is given annually by the Student Government Association to an individual who has excelled in all areas of the college.

The SGA Excellence Award, established in 1994 by the SGA Legislative Committee, is given annually to the member of the SGA who has shown outstanding dedication and leadership throughout the year.

The National Association of Intercollegiate Athletics All-American Scholar-Athlete Award recognizes excellence in the classroom and on the field of play. Nominees for this honor must be junior or senior varsity performers who have been enrolled at their nominating institution for a minimum of one full term. They must also have at least a 3.50 cumulative grade point average on a 4.00 scale from their nominating institution.

The Environmental Studies Award is awarded annually to graduating seniors within the environmental studies major. Award recipients are chosen by department faculty based on academic achievement, Christian commitment, servant leadership, and leadership among students.

The Dale H. Britton Academic Writing Award may be presented annually on a competitive basis to a student who exhibits excellence in expository writing. The award is named in honor of Professor Britton's dedication to the development of students' effective written communication. This writing competition, which carries a $100 prize, is sponsored by the Writing Center.

ACADEMIC ADVISING

Upon enrollment, students will be assigned a faculty advisor to assist them in clarifying their education objectives, planning programs, utilizing resources, and meeting requirements for graduation. Whenever possible, students will be assigned a faculty advisor from the department in which their interest lies. When students declare a major, they are assigned to an advisor in their major field.

Students and faculty advisors work together with the registrar in arranging an orderly program of study leading toward graduation since the close monitoring of students' progress is an important goal of Montreat College. However, it remains the student's responsibility to become familiar with and to fulfill all degree requirements.

SUMMER SCHOOL

A student who wishes to enroll in the summer courses offered by another institution must receive approval to do so from the registrar and complete the necessary form required by that office. Failure to follow this procedure may result in loss of transfer credit for these courses.

INTERNSHIP/FIELD EDUCATION

Montreat College offers two distinct opportunities for field experience—internship and field education.

In an internship students are normally employed full-time in an off-campus job. This is generally done during the summer months. The minimum internship assignment is 180 hours of on-site work, normally done over six weeks, 30 hours per week.

In a field education assignment, the student may be employed either part- or full-time to gain work experience. The ratio of hours worked to credit received is approximately 45:1. The typical range of credit for field education is from one to six hours.

Specific program requirements and credit allowable for an internship or field education assignment are determined by the department and internship faculty advisor.

COURSE BY ARRANGEMENT

On occasion, students may need a course that is required in their program but is not offered in a given semester or year (for example, a course may not be offered in the semester or year when it is essential for graduation or remediation). While students are expected to plan their programs carefully, there may be times when the need for a required course undertaken outside of the normal classroom setting may be valid. Note that a course by arrangement is not a correspondence course but rather a course undertaken with the consent, regular guidance, and periodic evaluation of the instructor. Enrollment in a course by arrangement requires the approval of the instructor, deaprtment chair, and the vice president and dean of academics. Enrollment forms are available in the Registrar's Office.

INDEPENDENT STUDY/ DIRECTED STUDY AND RESEARCH

Some disciplines at Montreat College offer qualified students the opportunity to do individualized research and study. An independent study is a customized program of study in a student's major or minor in which the student undertakes intensive work in an approved subject. Designed in collaboration with a faculty member, the directed study is intended either to be an extension of a previous course or the study of a topic not included in the curriculum. The work is undertaken with the regular guidance and direction of the faculty member, who will maintain at least 15 contact hours with the student during the semester, and may include such options as research, project development, practicum, readings, or performance. Prerequisites include junior standing or above, a grade point average of at least 2.5, approval by the faculty supervisor, division chair, and assistant academic dean at least three weeks before the start of the semester in which the course will be taken, and completion of all prerequisites stated in each department's independent study or directed study course description.

PREPARATION FOR GRADUATE STUDIES

Students interested in fields such as medicine, law, or criminology should know that the best preparation, according to graduate school advisors in these areas, is a solid liberal arts degree. For example, those who are interested in law will find that a degree in English or history is excellent preparation; those interested in medicine could consider a

degree in biology, English, or history. Consult the major advisor for additional information.

RIGHTS RESERVED BY THE COLLEGE

The college reserves the right to add or delete courses, to change academic policies, practices, and requirements or to alter the *Catalog* at any time. The college also reserves the right not to offer any course for which there are fewer than five students enrolled.

It is the routine policy of the college to make public certain information about its students. In compliance with the Family Educational Rights and Privacy Act (FERPA, P.L. #93-380), Montreat College will continue the policy of releasing directory information defined by FERPA to include the following categories of information: student's name, address, telephone number, email address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institute attended by the student.

Students who do not wish to have any or all of such directory information released without their prior consent must notify the registrar of this fact in a signed and dated statement specifying items not to be published. This notice must be received by the registrar within five days after the beginning of the session of first enrollment.

To facilitate campus communication, Montreat College publishes an in-house roster of students. The college reserves the right to exclude from any student whose academic work is unsatisfactory, whose character and morals are not consistent with the ideals of the college, or whose influence is detrimental to the spirit of the college.

By accepting admission into the college, a student is agreeing to abide by all official regulations of the college including those published in this *Catalog*. While this publication presents policies and programs as accurately as possible as of the date of publication, the college reserves the right to make such changes as future circumstances may require.

DIRECT TRANSFER PROGRAMS

Transfer students who have earned the Associate in Arts or Science

degree and who meet the minimum requirements for admission to Montreat College will receive transfer credit for all eligible courses taken at the following colleges which correspond to, or which are considered equivalent to, courses offered at Montreat College. Refer to "Conditions of Acceptance of Transfer Credit" for restrictions on transfer credit.

Alamance Community College ..... Haw River, NC
Anderson College ..... Anderson, SC
Asheville-Buncombe Technical Community College ..... Asheville, NC
Beaufort County Community College ..... Washington, NC
Bladen Community College ..... Dublin, NC
Blue Ridge Community College ..... Flat Rock, NC
Brevard College ..... Brevard, NC
Brevard Community College ..... Cocoa, FL
Brunswick Community College ..... Supply, NC
Caldwell Community College and Technical Institute ..... Hudson, NC
Carteret Community College ..... Morehead City, NC
Catawba Valley Community College ..... Hickory, NC
Central Florida Community College ..... Ocala, FL
Central Piedmont Community College ..... Charlotte, NC
Central Virginia Community College ..... Lynchburg, VA
Chowan College ..... Murfreesboro, NC
Cleveland Community College ..... Shelby, NC
Cleveland State Community College ..... Cleveland, TN
Coastal Carolina Community College ..... Jacksonville, NC
College of the Albemarle ..... Elizabeth City, NC
Commonwealth College ..... Virginia Beach, VA
Craven Community College ..... New Bern, NC
Danville Community College ..... Danville, VA
Durham Technical Community College ..... Durham, NC
Eastern Shore Community College ..... Melba, VA
Edgecombe Community College ..... Tarboro, NC
Fayetteville Technical Community College ..... Fayetteville, NC
Florida Community College ..... Jacksonville, FL
Forsyth Technical Community College ..... Winston-Salem, NC
Gaston College ..... Dallas, NC
Greenville Technical College ..... Greenville, SC
Guilford Technical Community College ..... Jamestown, NC
Halifax Community College ..... Weldon, NC
Haywood Community College ..... Clyde, NC
Hazard Community College ..... Hazard, KY
Isothermal Community College ..... Spindale, NC

James Sprunt Community College ..... Kenansville, NC
Lees McRae College ..... Banner Elk, NC
Lord Fairfax Community College ..... Middletown, VA
Louisburg College ..... Louisburg, NC
Mary Holmes College ..... West Point, MS
McDowell Technical College ..... Marion, NC
McKenzie College ..... Chattanooga, TN
Mitchell Community College ..... Statesville, NC
New River Community College ..... Dublin, VA
North Greenville College ..... Tigerville, SC
Northeast State Technical Community College ..... Blountville, TN
Northern Virginia Community College ..... Annandale, VA
Peace College ..... Raleigh, NC
Pensacola Junior College ..... Pensacola, FL
Phillips Junior College ..... Augusta, GA
Pitt Community College ..... Greenville, NC
Prestonburg Community College ..... Prestonburg, KY
Randolph Community College ..... Asheboro, NC
Reinhardt College ..... Waleska, GA
Richmond Community College ..... Hamlet, NC
Robeson Community College ..... Lumberton, NC
Rockingham Community College ..... Wentworth, NC
Rowan-Cabarrus Community College ..... Salisbury, NC
Rutledge College of Greensboro ..... Greensboro, NC
Sampson Community College ..... Clinton, NC
Sandhills Community College ..... Carthage, NC
South Florida Community College ..... Aron Park, FL
Southeastern Community College ..... Whiteville, NC
Southwest Virginia Community College ..... Richlands, VA
Southwestern Community College ..... Sylva, NC
Spartanburg Methodist College ..... Spartanburg, SC
Surry Community College ..... Dobson, NC
Tidewater Community College ..... Virginia Beach, VA
Tri-County Community College ..... Murphy, NC
Truett McConnell College ..... Cleveland, GA
University of South Carolina at Lancaster ..... Lancaster, SC
Walters State Community College ..... Morristown, TN
Wayne Community College ..... Goldsboro, NC
Western Piedmont Community College ..... Morganton, NC
Wilkes Community College ..... Wilkesboro, NC
Wytheville Community College ..... Wytheville, VA
Young Harris College ..... Young Harris, GA

ACADEMIC PROGRAMS

SCHOOL OF ARTS AND SCIENCES DEGREE PROGRAMS

Bachelor of Arts
- American Studies
- Bible and Religion (with a Biblical Studies, Christian Education, Cross-Cultural Studies, Worldview Studies, or Youth Ministry concentration)
- Elementary Education (teacher licensure available)
- English (with a Literature, Communication, or Creative Writing concentration)
- History
- Human Services
- Music Business

Bachelor of Music (with an Organ, Piano, or Voice Performance concentration)

Bachelor of Science
- American Studies
- Bible and Religion (with a Christian Education or Youth Ministry concentration)
- Biology (with a General Biology, Environmental Biology, or Independent concentration)
- Business Administration (with an Accounting, International Business, Management, Marketing, or Sport Management concentration)
- Computer Information Systems
- Elementary Education (teacher licensure available)
- Environmental Studies (with a Preprofessional, Field Studies, or Independent concentration)
- History
- Human Services
- Outdoor Education

Associate in Arts

Associate in Science

The following minors are also available in the School of Arts and Sciences:

Art
Bible and Religion
Biology
Business Administration
Christian Education
Communication and Theater
Computer Information Systems
Environmental Studies
History
Human Services
Interdisciplinary Studies
Literature
Mathematics
Modern Languages
Music
Outdoor Education
Physical Education
Spanish
Theoretical and Applied Leadership

Complete information on the requirements for minors follows the degree requirements for individual majors in this section of the *Catalog*.

SCHOOL OF PROFESSIONAL AND ADULT STUDIES DEGREE PROGRAMS*

Associate in Science
Bachelor of Business Administration
Master of Business Administration

*Refer to the "Adult Education" section of this catalog for more information.

SCHOOL OF ARTS AND SCIENCES ACADEMIC DEPARTMENTS

The curriculum in the School of Arts and Sciences at Montreat College is distributed among eight academic departments:

BIBLICAL, RELIGIOUS, AND INTERDISCIPLINARY STUDIES
Chair: G. Van Brocklin
W. Cain, D. Glassford, P. Owen, T. Whetstone

BUSINESS ADMINISTRATION AND COMPUTER SCIENCE
Chair: To be announced
A. Fapetu, K. Gorman, S. Rajagopal, D. Walters, T. Whetstone

FINE ARTS
Chair: E. Stackhouse
R. Boer, J. Southerland

EDUCATION AND PHYSICAL EDUCATION
Chair: B. Braboy
J. Bennett, D. Chaplain, J. Hagan, M. Ward

ENGLISH AND FOREIGN LANGUAGES
Chair: R. Gray
D. King

NATURAL AND MATHEMATICAL SCIENCES
Chair: B. Daniel
L. Davis, B. Joyce, M. Lassiter, J. Shores, M. Sonnenberg

OUTDOOR EDUCATION
Chair: D. Shuman
B. Daniel, J. Guffey, D. Sperry

SOCIAL SCIENCES
Chair: T. Lewis
G. Blanton, W. Forstchen

REQUIREMENTS FOR BACCALAUREATE DEGREES

In order to graduate from Montreat College, students must fulfill the following requirements:

1. Earn a minimum of 126 semester hours.
2. Earn a minimum cumulative grade point average of 2.0.
3. Complete the general education core requirements.
4. Sucessfully complete all requirements in the major field. Normally a major will require that students engage in specialized study in that discipline (and/or closely related ones) with the majority of the course work at the 300- and/or 400-level. A minimum of 30 semester hours is required in any major field of study.
5. Successfully complete at least 33 semester hours in 300-level or above courses.
6. Earn a grade of "C-" or better and attain a minimum 2.0 grade

point average in courses counted toward the major or the minor field.

7. Fulfill residency requirement of two semesters and the completion of the last 31 hours at Montreat College.
8. Students transferring in with senior status must successfully complete a minimum of 18 hours in the major at Montreat College.
9. Students must fulfill all graduation requirements and obligations to the college in order to participate in the commencement ceremony.

Students are subject to the academic requirements stated in the *Catalog* which was current when they first enrolled as students. A student who leaves the college and is later readmitted must meet the requirements current at the time of readmission.

Students whose native language is not English, and whose prior language of instruction was not English, may substitute English for the foreign language requirement for the Bachelor of Arts degree. Twelve hours of approved English courses,* in addition to the nine hours of general education core requirements, may be substituted.

*The student should consult with the English department to decide which courses would strengthen communication and/or grammar skills. These courses will be approved toward meeting the language requirement.

GENERAL EDUCATION CORE REQUIREMENTS

Courses	Semester Hours
1. General Education 100* (required of new students and transfer students with less than 12 hours of transfer credit)	2
2. English 101; 102 or 104;* plus one from English 201, 202, 203, 204	9
3. Bible 101; 102 or 103*	6
4. Math 101 or above	3
5. Natural Science	8
Astronomy 101, 102	
Biology 101, 102	
Chemistry 201, 202	
Physics 131, 132	

6. Social Science 9
   History 101,102 (History 201 or 202 may be substituted for one semester of 101 or 102), plus one elective above 100-level in economics, geography, sociology, psychology, history or political science.
7. Humanities (at least two areas must be represented) 9
   a. Art 101, 102
   b. Music 101, 113, 114, and 200-level and above courses, not including applied courses
   c. French or Spanish
   d. Interdisciplinary Studies 202, Philosophy 201, 301 or History 302
   e. Bible above 100-level
   f. English above 100-level
8. Interdisciplinary Studies 461 2
9. Physical education activity courses 2

TOTAL: 50 hours

* All full-time freshmen must be enrolled in GE 100, BB 101, and EN 101 the first semester of the freshman year and BB 102 or BB 103 and EN 102 the second semester of the freshman year until they are successfully completed. These courses may not be deferred until a later time (refer to "Required Courses for Continuing in School" for more information).

In addition to the above core requirements, each student must demonstrate competency in the following areas: mathematical computation, oral expression, reading, writing, and computer literacy. Competency in these areas may be demonstrated as follows:

1. **Mathematical Computation Competency may be demonstrated as follows:**
   a. Minimum grade of "C-" in Math 101 or above or equivalent, OR
   b. passing a math test covering material in any mathematics course, 101 or above, OR
   c. appropriate CLEP or AP scores.

2. **Oral Expression Competency**
   The purpose of this competency is to prepare graduates who can demonstrate skill in oral communication. Specifically, students will give extemporaneous oral presentations that either inform or persuade. Competency will be achieved when students demonstrate in the context of oral presentations clarity of thought, originality of

ideas, organizational techniques, appropriate diction, critical thinking, supporting strategies, and effective delivery. Competency in these areas may be demonstrated as follows:

a. Minimum grade of "C-" in Communication 221 or the equivalent, OR
b. give three satisfactory oral presentations (minimum of five minutes each) according to guidelines established by the English department. Oral competency score sheets are available in the Registrar's Office.

3. **Reading Competency** may be demonstrated as follows:
   a. Grade of "C-" or above in a literature course (English 201, 202, 203, 204, or the equivalent), OR
   b. appropriate CLEP or AP scores.

4. **Writing Competency** may be demonstrated as follows:
   a. Grades of "C-" or above in both English 101 and 102 or 104 or the equivalent, OR
   b. appropriate CLEP or AP scores.

5. **Computer Skills Competency** may be demonstrated as follows:
   a. Grade of "C-" or above in Computer Science 102 or the equivalent, OR
   b. successful completion of the computer competency examination.

MAJOR/MINOR REQUIREMENTS

AMERICAN STUDIES (AS)

The Bachelor of Arts/Science degree with a major in American Studies is allied with the history program in many ways, but provides a concentration in the wider areas of study and life in the United States. The student will take courses dealing with American literature, social institutions, economic development, religious life, and other related areas. One requirement will be original research dealing with specific facets of life in the United States, including its variety of subcultures.

The course is also designed for international students who are seeking primarily an American course of study apart from the more narrow specialization they have already followed; for students who may be

returning to their native land to teach English, American history, or sociology; and for those United States citizens who intend to pursue graduate studies in American Studies in other parts of the world. In addition, this degree forms a basis for legal, ministerial, or criminology careers.

REQUIREMENTS FOR A MAJOR IN AMERICAN STUDIES

1. Courses required for the general education core (50 hours).
2. **Bachelor of Arts:** Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours or equivalent) OR **Bachelor of Science:** Twelve semester hours selected from the following courses: Astronomy, Biology, Business 209, 303, 307, 309 (6 hours maximum), Chemistry, Computer Science 102, 204, Environmental Studies, Mathematics (142 or above), Physics. **NOTE:** These courses may not be applied to the general education core, the major, or the minor requirements.
3. Required courses in the major (42 hours):
   American Studies 401 (3)
   Business 101 (3)
   English 321 (3), 322 (3), 323 (3)
   History 201 (3); 202 (3); 490 (3); plus 15 hours from the following: 303 (3), 304 (3), 309 (3), 401 (3), 402 (3), 407 (3), 409 (3), 480 (3)
   Political Science 201 (3)
4. Electives selected from among the following courses (9 hours) or other courses selected in consultation with the advisor:
   Business 203 (3), 204 (3)
   Cross-Cultural Studies 201 (3)
   General Education 441 (3), 461 (6)
   History 404 (3), 480 (3)
   Interdisciplinary Studies 202 (3)
   Sociology 204 (3), 205 (3)
5. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
6. All American studies majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

ART (AR)

REQUIREMENTS FOR A MINOR IN ART (18 hours)

Eighteen hours of the following courses: Art 101 or 102 (3), 241 (3), 244 (3), 245 (3), 246 (3), and 304 (3)

BIBLE AND RELIGION (BB)

The Bible and religion major offers five areas of concentration: biblical studies, Christian education, cross-cultural studies, worldview studies, and youth ministry.

The student who elects to concentrate in biblical studies or cross-cultural studies will earn a Bachelor of Arts degree. These programs are designed to prepare students to enter theological seminaries or graduate schools of religion. The biblical studies concentratrion requires the use of the Greek New Testament by the senior year. Students should select an area of concentration which reflects their specialized interest.

Students choosing the worldview studies, Christian education, or youth ministry concentration can earn either a Bachelor of Arts or Bachelor of Science degree. These concentrations seek to provide the necessary theoretical and practical skills for a specialized area of service. They provide a balance of instruction in educational leadership, counseling, communication, and understanding of people of varying ages within a cultural context from the perspective of a Reformational worldview.

Graduates of the Bible and religion major are prepared to pursue graduate studies and are equipped to work with children, youth, and families in a variety of organizations both in the United States and other cross-cultural contexts. Classroom instruction is complemented by an intensive off-campus supervised practical experience. With the minors available at Montreat College, the student pursuing a Bible and religion major can easily add courses which enhance their preparation.

REQUIREMENTS FOR A MAJOR IN BIBLE AND RELIGION

1. Courses required for general education core (50 hours).
2. **Bachelor of Arts:** Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours or equivalent) OR **Bachelor of Science:** Twelve semester hours selected from the following courses: Astronomy, biology, business,

chemistry, computer science, environmental studies, mathematics (142 or above), physics.

NOTE: These courses may not be applied to the general education core, the major, or the minor requirements.

3. Complete the Bible and religion core (15 hours):
   Bible 211 (3), 302 (3) plus nine additional hours from Bible and Religion
4. Completion of one of the following concentrations:
   A. **Biblical Studies** (Bachelor of Arts; 27 hours):
   Bible and Religion 305 (3), 491 (3); Christian Education 303 (3); History 301 or 309 (3); Interdisciplinary Studies 202, (3) Philosophy 201 (3), 301 (3); plus six additional hours chosen from: Bible and Religion 201, 202, 308, 401; English 402
   B. **Worldview Studies** (Bachelor of Arts or Science; 27 hours):
   Bible and Religion 305 or 306 (3); Christian Education 303 (3); Interdisciplinary Studies 202 (3), 491 (3); Philosophy 201 (3), 301 (3); plus nine additional hours chosen from: Communication 315; Cross-cultural Studies 402, 403; English 402; History 301, 303, 309, 310; Math 401; Sociology 206
   C. **Christian Education** (Bachelor of Arts or Science; 27 hours):
   Christian Education 201 (3), 301 (3), 302 (3), 303 (3), 403 (3), 406 (3); General Education 441 or Bible and Religion 491/ Interdisciplinary Studies 491 (3); Human Development 300 or 305 (3); Psychology 401 (3)
   D. **Youth Ministry** (Bachelor of Arts or Science; 27 hours):
   Christian Education 201 (3), 301 (3), 302 (3), 303 (3), 403 (3), 407 (3); Cross-Cultural Studies 301 (3); Human Development 301 (3); General Education 441 (3)
   E. **Cross-Cultural** (Bachelor of Arts; 27 hours):
   Bible and Religion 306 (3); Christian Education 301 (3), 302 or 303 (3); Cross-Cultural Studies 301 (3), 402 (3), 403 (3); General Education 441 (3); Interdisciplinary Studies 202 (3); plus three additional hours chosen from: Christian Education 403, 405; History 301, 306, 401; Human Development 401; Philosophy 301
5. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
6. All Bible and Religion majors must take the Biblical, Religious, and Interdisciplinary Studies departmental exam prior to graduation.

REQUIREMENTS FOR A MINOR IN BIBLE AND RELIGION (18 hours)

Eighteen hours of courses to include: Twelve hours from Bible and Religion, Greek and/or Hebrew; six hours from Cross-Cultural Studies and/or Christian Education. At least 12 of the 18 hours must be at the 300- or 400-level.

REQUIREMENTS FOR A MINOR IN CHRISTIAN EDUCATION (18 hours)

Eighteen hours of courses to include: Bible and Religion 211 (3), 305 (3), Christian Education 201 (3), 301 (3), 303 (3), General Education 341 (3)

REQUIREMENTS FOR A MINOR IN INTERDISCIPLINARY STUDIES (18 hours)

Eighteen hours of courses to include: Philosophy 201 (3), 301 (3), Interdisciplinary Studies 202 (3) plus nine hours from the following courses: English 402 (3); History 301 (3), 302 (3), 303 (3), 309 (3), 310 (3)

BIOLOGY (BL)

The Bachelor of Science degree with a major in biology is designed to provide students with an understanding of the fundamental concepts and methodologies of the biological sciences, to develop the ability to engage in scientific research, and to investigate the relationships between biology and other fields of study, including social and environmental sciences. The biology program prepares students for numerous careers in specific areas of applied biology such as medical (including premedicine and preveterinary), agricultural, and environmental fields. In addition, the program includes components that target a student's preparation for successful graduate studies.

The biology program is based upon a wide spectrum of courses, laboratory applications, and experiential learning opportunities, and provides students with the opportunity to perform faculty-supervised independent research.

REQUIREMENTS FOR A MAJOR IN BIOLOGY

1. Courses required for general education core, including Biology 101 and 102 (50 hours).
2. Required courses in the major (41.5 hours):
   Biology 201 (4), 202 (4), 211 (2), 212 (2), 301 (3), 311 (3), 312 (3), 401 (3)
   Chemistry 201(4), 202 (4)
   Environmental Studies 206 (4), 230 (0.5), 330 (0.5), 430 (0.5)
   Math 203 (4)
3. Complete one of the following concentrations:

A. General Biology Concentration (22-23 hours)

Chemistry 320 (4), 321 (4)
Environmental Studies 403 (3)
Math 204 (4)
Physics 131 (4)

Plus one of the following courses:

Biology 404 (4), 406 (3)
Environmental Studies 315 (4), 415 (4)

Honors Option

Honors recognition will be indicated on the student's transcript. Students pursuing this option must meet the following requirements in addition to those listed above:

1. Complete an acceptable research proposal by the end of the fall semester of the junior year.
2. Complete six semester hours of independent research (Environmental Studies 403 and 440).
3. Orally present research findings prior to graduation.
4. Complete an additional nine semester hours of courses specific to the concentration.

Professional Honors Option

This option is designed to challenge students of an advanced academic ability by providing a program of study involving a unique set of courses and distinguished research. Completion of this program will be indicated as "Professional Honors" on the transcript. Those pursuing this option must complete all the requirements for the honors option (including the selection of Biology 404, Environmental Studies 415, and Physics 132 for #4 in the honors option) plus submit a publication-quality research manuscript based on their independent research project.

B. Environmental Biology Concentration (20-22 hours)

Chemistry 320 (4)
Environmental Studies 403 (3)
Physics 131 (4)

Plus 9-12 hours selected from the following courses (other courses may be chosen in consultation with the advisor):

Biology 406 (3)
Chemistry 321 (4)
Environmental Studies 201-202 (4), 301 (4), 302 (3), 305 (4), 315 (4)
Outdoor Education 305 (3)

C. Independent Concentration (min. 6 courses, 22 hours)
Students may transfer a set of courses from other institutions, study abroad and certification programs (e.g., Au Sable Institute), or complete courses in other departments at Montreat College to fulfill the requirements of this emphasis. Students develop the independent emphasis curriculum in consultation with the advisor. The advisor and the Biology Review Committee must approve a formal proposal of emphasis requirements by the end of the student's sophomore year.

4. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
5. All biology majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

REQUIREMENTS FOR A MINOR IN BIOLOGY (20 hours)

Twenty hours of courses from biology (including Biology 101-102), chemistry, and/or environmental studies with a minimum of 12 hours of biology courses.

BUSINESS ADMINISTRATION (BS)

The Bachelor of Science degree in Business Administration is designed to produce graduates who: (1) are able to creatively integrate business education and leadership skills into effective Christian service; (2) are broadly educated citizens and capable, ethical, and competent Christian business leaders; (3) are well-grounded in the free enterprise economic system and are able and motivated to make worthwhile contributions toward improving the economic system; (4) possess the requisite knowledge of leadership and management philosophy to make positive contributions in their professional careers; (5) are able to administer personal and family finances according to sound scriptural and business principles; (6) possess the leadership, quantitative, technical, psychological, social, and communication skills necessary to be effective

leaders in current marketplace; and (7) are prepared to pursue degrees at the graduate level.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION

1. Courses required for the general education core, including Math 214 (50 hours).
2. Required courses in the major (45 hours):
   Business 101 (3), 201 (3), 202 (3), 203 (3), 204 (3), 209 (3), 214 (3), 230 (3), 306 (3), 309 (3), 311 (3), 441 (3), 460 (3)
   Computer Science 204 (3)
   English 271 (3)
3. Completion of one of the following concentrations:
   - **A. Accounting*** (18 hours):
     Business 315 (3), 316 (3), 317 (3), 318 (3), 417 (3), 418 (3)
   - **B. International Business** (30 hours):
     Four courses chosen from: Business 303 (3), 304 (3), 320 (3), 338 (3), 405 (3); plus a minor in a foreign language (18)
   - **C. Management** (15 hours from the following):
     Business 303 (3), 304 (3), 307 (3), 308 (3), 310 (3), 313 (3), 402 (3), 406 (3)
   - **D. Marketing** (15 hours from the following):
     Business 331 (3), 332 (3), 335 (3), 336 (3), 338 (3), 405 (3), 435 (3), 437 (3), Sport Management 337 (3)
   - **E. Sport Management** (26 hours):
     Fifteen hours selected from the management concentration; plus Physical Education 302 (2), 424 (3);
     Sport Management 210 (3), 337 (3)
4. General electives to bring the total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
5. All business majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

*The accounting concentration is a rigorous program designed to meet the educational requirements for professional examinations. Students may sit for the CPA exam with a Bachelor of Science degree. Requirements to take the CPA exam differ between states. In most states, students who wish to take this exam need to complete 24 hours beyond the 126 semester hours required for graduation. In effect, most State Boards of Accountancy have mandated a fifth year of education for CPA exam candidates.

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION (18 hours)

Eighteen hours of courses to include: Business 101 (3), 203 (3), 209 (3), plus nine hours of business courses at the 300-400 level

REQUIREMENTS FOR A MINOR IN THEORETICAL AND APPLIED LEADERSHIP (21 hours)

Twenty-one hours of theoretical and practical leadership courses to include:

Business 308 (3)
Business 309 or Philosophy 301 (3)
General Education 421 (3)
Interdisciplinary Studies 202 (3)
Outdoor Education 306 (3)

Plus six hours chosen from the following courses:

Business 303 (3), 307 (3)
Christian Education 302 (3), 303 (3)
Communication 221 (3), 312 (3)
Outdoor Education 304 (3)
Physical Education 280 (1) or Outdoor Education 280 (2)
Psychology 412 (3)

COMPUTER INFORMATION SYSTEMS (CS)

The Bachelor of Science degree with a major in computer information systems is designed to provide students with sufficient infrastructure knowledge of hardware, software, telecommunications, and operating systems technology to effectively maintain organizational information technology systems as well as applying quantitative techniques to the design and maintenance of those systems.

Graduates of the computer information systems major may look forward to a career in the information technology field such as network engineer, systems administrator, or systems consultant.

All computer information systems majors must have a notebook computer meeting curent departmental specifications since this will be required in all 300- and 400-level major courses.

REQUIREMENTS FOR A MAJOR IN COMPUTER INFORMATION SYSTEMS

1. Courses required for general education core (50 hours). Students are encouraged to include Math 214 and English 271 in the general education core requirements.
2. Required courses in the major (63 hours):
   Business 101 (3), 201 (3), 203 (3), 209 (3), 214 (3), 441 (3)
   Computer Science 102 (3), 204 (3), 206 (3), 302 (3), 310 (3), 320 (4), 330 (3), 340 (3), 360 (3), 420 (3), 450 (3), 460 (3)
   Math 142 (4), 203 (4)
3. General electives to bring the total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for additional information.
4. All computer information systems majors are required to take a departmental comprehensive exam prior to graduation.

REQUIREMENTS FOR A MINOR IN COMPUTER INFORMATION SYSTEMS

Eighteen hours of courses to include: Computer Science 102 (3), 204 (3), 206 (3); plus one of the following programming courses: Computer Science 210 (3), 305 (3), or 330 (3); and two computer science courses from the 300-400 level.

EDUCATION (ED)

The Education Division offers a licensure (i.e., certification) program in elementary education. The program of study leads to a Bachelor of Arts or Science degree in the discipline as well as a Class A North Carolina teaching license. The program also pledges free and comprehensive assistance to students during their first two years of teaching.

The goal of the teacher education program, based in the programmatic theme, "The Teacher as Reflective Communicator," is to produce liberally educated, content knowledgeable, pedagogically sound, and thoroughly articulate teachers who through reflection, learn to adjust content and method for a given audience, purpose, and context. The objectives of the education program are detailed below.

Professional Education Objectives

Based on the mission of the college, a sound liberal arts education, and a major in a content-specific major, and through the force of the programmatic theme, the courses and experiences offered in the professional education curriculum are designed to foster in each student:

1. The knowledge of current schools, schooling, and teaching as a profession; including the historical, social, spiritual, and philosophical foundations of American education; organizational, curricular, and legal aspects; and trends affecting schools and teaching;
2. the knowledge of the characteristics of students who make up the schools, including human growth and development (cognitive, moral, social, spiritual, physical, and emotional); and the culturally diverse and exceptional populations of students;
3. a knowledge of the psychological principles and theories that underlie effective educational practices, including developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior;
4. a knowledge of the interrelated processes of listening, speaking, reading, writing, and viewing, including how to teach the reading and writing processes;
5. a knowledge of and facility with three primary teaching strategies—presentation, questioning, and induction, including organizing, managing, and evaluating teaching and learning; using related media, research related to student achievement; and content-specific research and practice;
6. the necessary tools for a successful internship, including the ability to integrate theoretical and practical knowledge and experience; the knowledge and skills necessary to maintain a classroom environment conducive to learning; and the ability to make decisions through knowledge, reflection, and caring dispositions, and through an integration of faith and learning; and
7. a desire to become a lifelong learner, particularly through association with professional organizations.

Entrance Requirements for Education Students

Acceptance by Montreat College is not the same as acceptance into the education curriculum. Admission to the education program is open to all Montreat College students who meet the standards established by the College's Teacher Education Committee (TEC), the North Carolina

State Department for Public Instruction (NC-DPI), and the National Council for the Accreditation of Teacher Education (NCATE).

1. Complete Education 204.
2. Pass the Praxis reading (176), writing (173), and mathematics (173) examination.
3. Earn a minimum 2.7 grade point average, with minimum grade of "C-" in all major and education courses.
4. Complete no more than one-half of the professional studies sequence (excluding student teaching) prior to being formally admitted into the education program.
5. Interview with the Teacher Education Committee.

Requirements for Continuation in the Program

1. Maintain the academic requirements as stated above.
2. Earn a minimum grade of "C-" in all major and education courses.

Entrance Requirements for the Student Teaching Block

1. Earn a minimum 2.7 grade point average.
2. File an "Application for Student Teaching" form with the Education department.
3. Obtain a recommendation from the major department.
4. Complete an interview with the Teacher Education Committee for the purpose of determining professional competence/dispositions.

Program Completion Requirements

1. Maintain a minimum 2.7 grade point average.
2. Complete student teaching experience with minimum grade of "C."
3. Attempt Praxis specialty area examinations.
4. Complete all forms for licensure.
5. Complete all degree and licensure requirements.
6. Complete the senior exit portfolio.

Requirements for Licensure in Education

To receive a teaching license, students must major in elementary education and take the licensure courses in education. In addition, graduates must also pass the Praxis II specialty area exams to be eligible for employment in the North Carolina school system.

REQUIREMENTS FOR A MAJOR IN ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education prepares students under a knowledge-based model of "Teacher as Reflective Communicator" to be liberally educated, content knowledgeable, pedagogically sound, and thoroughly articulate teachers who through reflection, learn to adjust content and method for a given audience, purpose, and context. Specific goals include: (1) addressing content curriculum areas specific to elementary education as reflected in the North Carolina Standard Course of Study; (2) demonstrating pedagogy appropriate to research-based cognitive, affective and skill development models of teaching; (3) communicating thoughtfully, and reflecting continually on analytic and practical learning theory-based integration of curriculum with the academic/developmental needs of the student; (4) integrating disciplines across the curriculum, especially communication skills, computers and technology, and critical thinking; (5) demonstrating capabilities/dispositions to make decisions, form dispositions and attitudes, and establish values within the context of complex, diverse populations, and (6) assisting students in becoming involved in professional organizations and lifelong learning.

The elementary education major will prepare students for licensure in kindergarten through sixth grade. The program is designed for students to earn a B.S. degree. If, however, the B.A. degree is desired, completion of the 200-level sequence (six additional semester hours) of a foreign language is required.

General Education Requirements		**50 hours**
1-3, 5, 6, 8-9. Outlined in "Gen. Ed. Core Requirements"		38 hours
4.	Math 214	3 hours
7.	French 101-102 or Spanish 101-102 (or other approved language);* and Communication 221	9 hours
	*Students desiring a B.A. degree will need to earn six additional hours of language	
10.	**Professional education courses**	**64 hours**
	Area A: Core (21 hours)	
	ED 304 Computers for Educators	3 hours
	ED 341 Educational Psychology/Child Development	3 hours
	ED 348 Assessment & Evaluation in the Elementary School	3 hours
	ED 420 Foundations of American Education	3 hours
	ED 361 Seminar on Intercultural Issues in Education	3 hours
	ED 441 Writing Workshop/Language Arts	3 hours

ED 442	Classroom Management and Teaching Exceptionalities	3 hours
Area B: Specialization (25 hours)		
ED 210	Teaching Health and Physical Education	3 hours
EE 322	Teaching Mathematics	4 hours
EE 335	Teaching Phonics and Reading	3 hours
EE 338	Teaching Fine Arts	3 hours
EE 341	Teaching Science	3 hours
EE 444	Integrating Social Studies and the Internet	3 hours
EE 450	Educational Program for Kindergarten Children	3 hours
EN 209	Children's Literature	3 hours
Area C: Seminar/Internship (18 hours)		
ED 204	Field Experience	3 hours
ED 370	Student Teaching	6 hours
ED 470	Student Teaching	9 hours

11. General electives to bring the total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.

REQUIREMENTS FOR LICENSURE-ONLY STUDENTS

Students with a baccalaureate degree can enter the college as a licensure-only, nondegree seeking student. The general policy for licensure-only students is that they must meet similar entry, exit, and course requirements as degree-seeking students.

Students already possessing a baccalaureate degree must apply for acceptance into the college. Transcripts will then be forwarded to the director of the program who, in conference with the chair of the specialty area involved, will determine the equivalence of specialty area courses. Following this evaluation, the program director will prepare a course of study leading to certification.

To gain full acceptance into a program, the student must pass ED 204 and must have a minimum 2.7 grade point average. Normally certification-only students with a 2.7 grade point average from an accredited college or university will also have to take the Praxis reading, mathematics, and writing tests (PPST).

Because licensure-only students have already completed a program of general studies, they may not have to take courses in the liberal arts. However, students must have had course work in the arts, communication skills, history, literature, mathematics, philosophy and/or religion, and science. The program director will require courses in these areas if

the student (1) is lacking course work in one or more of these areas; (2) has low grades in a given area; (3) needs to retake courses to raise the overall grade point average; or (4) has a deficiency in one of these areas as noted on a standardized test or in an interview.

The licensure-only student will take all courses and tests in the professional and specialty areas required of degree-seeking students (including the early field experience and student teaching) and meet all other requirements of degree-seeking students. Normally, at least 70 percent of the courses must be taken through the college. All proposed transfer courses must be approved by the program director and the registrar.

ENGLISH (EN)

The Bachelor of Arts degree with a major in English expands the core of a liberal arts education by offering students: (1) a broad exposure to significant literary texts, and (2) enhancement of writing and other communication skills. Undergirding these studies is the union of Christian faith and intellect as a foundation on which graduates may build meaningful lives of service.

Students majoring in English may look forward to careers in business, education, journalism, technical writing, public relations, and the ministry. In addition, students interested in graduate school in the areas of creative writing, communication, journalism, law, literature, media production, and theater—as well as those who plan to go to seminary—should consider a major in English.

REQUIREMENTS FOR A MAJOR IN ENGLISH

1. Courses required for general education core, including Philosophy 201 or Interdisciplinary Studies 202 (50 hours).
2. Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours or equivalent). NOTE: These courses may not be applied toward the general education core, the major, or the minor requirements.
3. Required courses in the major: Completion of one of the concentrations listed below (41 hours):
   A. Literature Concentration

English 201 (3), 202 (3), and either 203 or 204 (3)	9 hours
English 301	3 hours
English 402	3 hours

English 491 2 hours

In addition, students must take the specified number of hours in each of the following literary periods:

a. British Literature through the Eighteenth Century 6 hours
   Choose from: English 300 (3), 304 (3), 305 (3), 306 (3), 443 (3)

b. British Literature since the Eighteenth Century 6 hours
   Choose from: English 307 (3), 308 (3), 309 (3), 324 (3)

c. American Literature 6 hours
   Choose from: English 321 (3), 322 (3), 323 (3)

Additional hours in English at the 300-level or above 6 hours
(may also include Communication 315 and/or 341)

B. Communication Concentration

English 201 (3), 202 (3), 203 (3), 204 (3) 6 hours
English 301 3 hours
Communication 221 3 hours
Communication 227 (1), 230 (3), 232 (1), 235 (1), 327 (1), 332 (2), 337 (1), 432 (1) 3 hours
Communication 312 (3), 314 (3), 315 (3), 316 (3) 9 hours
Communication 491 2 hours
Additional hours in Communcation or English at the 300 level or above 15 hours

C. Creative Writing Concentration

English 201 (3), 202 (3), 203 (3), 204 (3) 6 hours
English 301 3 hours
English 321, 322, or 323 3 hours
English 311 (3), 313 (3), 317 (3), and 403 (3) 12 hours
English 491 2 hours
300-level literature courses 6 hours
Additional hours in English at the 300-level or above 9 hours
(may also include Communication 315 and/or 341)

4. General electives to bring total to 126 semester hours. Refer to "Requirments for Baccalaureate Degrees" for more information.
   NOTE: At least 33 semester hours of the total hours required for the degree must be taken in courses at or above the 300-level.
5. All English majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

REQUIREMENTS FOR A MINOR IN LITERATURE (18 hours)

Eighteen hours of literature courses, at least 12 of which must be 300 level or above selected from: English 201 (3), 202 (3), 203 (3), 204 (3), 300 (3), 301 (3), 304 (3), 305 (3), 306 (3), 307 (3), 308 (3), 309 (3), 310 (3), 311 (3), 313 (3), 317 (3), 321 (3), 322 (3), 323 (3), 401 (3), 402 (3), 403 (3).

REQUIREMENTS FOR A MINOR IN COMMUNICATION AND THEATER (18 hours)

Communicaton 221 (3); 230 (3); select 12 hours from Communication 232 (1), 312 (3), 314 (3), 315 (3), 316 (3), 332 (1), 341 (3), 432 (1)

ENVIRONMENTAL STUDIES (ES)

The Bachelor of Science degree with a major in environmental studies provides a strong background in scientific principles that are applicable to a broad range of disciplines and environmental issues. The program integrates a liberal arts education with a Christ-centered perspective and application to environmental issues, conflict resolution, and management.

The program utilizes biological, chemical, and ecological course work and field experiences to establish application in a wide range of related areas. In addition, the program prepares students for further academic or professional training and provides opportunities for job preparation through independent projects, teacher education, internships, and seminar training.

REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES

1. Courses required for general education core, including Biology 101, 102, Math 214, and Interdisciplinary Studies 202 (50 hours).
2. Required courses in the major (32.5 hours):
   Biology 201 (4), 406 (3)
   Chemistry 201 (4), 202 (4)
   Environmental Studies 200 (3), 206 (4), 230 (0.5), 301 (4), 302 (2), 330 (0.5), 403 (3), 430 (0.5)
3. Complete one of the following concentrations:
   A. Preprofessional Concentration* (30 hours)
   Biology 311 or 312 (3)
   Biology 401 (3)

Chemistry 320 (4), 321 (4)
Math 203 (4), 204 (4)
Physics 131 (4), 132 (4)
Recommended electives: Computer Science 451 (3), Environmental Studies 415 (4)

*Students in the preprofessional concentration will be required to enter into a professional experience either through a cooperative, employment, internship, or research arrangement. These experiences will be mentored by environmental studies faculty and each project must be approved and debriefed with a faculty member for completion of this requirement. Students must make arrangements to set up the professional experience and make a presentation to the faculty for approval before the experience is initiated. If students simultaneously seek credit for the experience, they must enroll in ES 440 each semester of that experience. A debriefing is required and if the student has applied for credit, the debriefing each semester of enrollment will be required for credit and grade designation. The student's experience will be assessed each semester whether or not credit is given.

B. Field Studies Concentration (30 hours)
Biology 211 (2), 212 (2)
Environmental Studies 201 (2), 202 (2), 305 (4), 315 (4), 421 (2), 422 (2), 460 (1-6)*
* Four hours of field study courses are required
Outdoor Education 305 (3), 340 (3)

C. Independent Concentration (min. 5 courses and 18 hours)
Environmental Studies 305 (4)

In addition to the above course, students may transfer a set of courses from other institutions or other departments at Montreat College that can be integrated into an environmental discipline (art, computer sciences, geology, sociology, math). If this transfer does not complete the course requirements for a concentration, any courses taken at Montreat College can be proposed as a development of the transferred unit. Such programs must be approved by the academic advisor and by the Environmental Studies Review Committee by the end of the sophomore year (one of the Au Sable Institute certification programs is an example of this emphasis). NOTE: Students in the field studies and independent concentrations must take Environmental Studies 305 in the summer which requires an additional fee (see "Financial Information" for information).

4. General electives (to be selected in consultation with the advisor) to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
5. All environmental studies majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES (20 hours)

Twenty hours of courses from biology, chemistry, or environmental studies including Biology 101 (4), 102 (4), and Environmental Studies 200 (3), 206 (4).

HISTORY (HS)

The Bachelor of Arts/Science degree with a major in history will educate students broadly in understanding the human past, and those events and forces leading up to the present and contributing to the future. Students will be broadened in a knowledge of the world and its cultures, brought to heightened perceptivity of the human scene, and encouraged to formulate a worldview which is based on fact, remaining sensitive to the human condition, and bringing to bear both analytical skills and a lively faith. The student will integrate personal faith and philosophy with the cognitive knowledge of historical facts.

Included in the major are a survey of world history and the history of the United States, a serious look at one or more non-Western cultures and their development, frequently a study of a foreign language, and eventually, a concentration on precise areas of historical study.

A major in history can lead to graduate studies in administration, history, law, political science, and theology; even business and medicine are not to be excluded. A graduate in history may find employment in administrative and government services, libraries, public history activities and interpretation, or one of the many areas in education.

REQUIREMENTS FOR A MAJOR IN HISTORY

1. Courses required for the general education core, including History 101 and 102 (50 hours).
2. **Bachelor of Arts:** Successful completion of the intermediate level of French, Greek, Spanish, or other approved language or equivalent (12 hours) OR **Bachelor of Science:** Twelve semester hours of the following courses: Astronomy, biology, Business 209, 303, 307, 309 (6 hours maximum), chemistry, Computer Science 102, 204, environmental studies, mathematics (142 or above), physics
   NOTE: These courses may not be applied toward the general education core, the major, or the minor requirements.

3. Courses required for the major (30 hours):
   History 201 (3), 202 (3), 490 (3)
   Additional courses to be selected from the following (21 hours):
   History 301 (3), 302 (3), 303 (3), 304 (3), 305 (3), 306 (3), 308 (3), 309 (3), 310 (3), 351 (3), 401 (3), 402 (3), 403 (3), 404 (3), 405 (3), 406 (3), 407 (3), 409 (3), 480 (3)
   American Studies 401 (3)
4. Recommended electives:
   Anthropology
   Business 203 (3), 204 (3)
   Philosophy 201 (3)
   Political Science 201 (3), 202 (3)
   Sociology
5. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
6. All history majors are required to take the Major Field Test (MFT) in their discipline prior to graduation.

REQUIREMENTS FOR A MINOR IN HISTORY (18 hours)

Eighteen hours to include the following courses: History 201 (3), 202 (3), plus 12 hours of history electives at the 300-400 level.

HUMAN SERVICES (HU)

The Bachelor of Arts/Science degree with a major in human services prepares students for working with the rapidly changing structure of contemporary society. Specialists are being called upon more and more to assist in answering the pressing needs that affect the health of children, marriage, and family life. The human services major prepares students for several areas of service in governmental and social agencies as well as in churches and Christian organizations. Furthermore, studies in human services provide students with a sound foundation for graduate programs in the social sciences, Christian education, and clinical and social service fields. This major blends theory in human development, counseling, and social work, with supervised off-campus field experience in a variety of human service settings.

REQUIREMENTS FOR A MAJOR IN HUMAN SERVICES

1. Courses required for general education core, including Education 361, Math 214, and Sociology 204 (50 hours).

2. **Bachelor of Arts:** Successful completion of the intermediate level of French, Greek, Spanish, or other approved language (12 hours or equivalent) OR **Bachelor of Science:** Twelve semester hours of the following courses: Astronomy, biology, Business 209, 303, 307, 309 (6 hours maximum), chemistry, Computer Science 102, 204, environmental studies, mathematics (142 or above), physics.
   NOTE: These courses may not be applied toward the general education core, the major, or the minor requirements.
3. Required courses in the major (47 hours):
   Christian Education 201 (3)
   General Education 210 (1)
   Human Development 300 (3), 301 (3), 305 (3), 306 (3), 401 (3)
   Human Services 101 (2), 241 (1),* 441 (3)
   *241 must be taken twice
   Psychology 202 (3), 315 (3), 412 (3), 414 (3)
   Sociology 205 (3), 311 (3), 415 (3)
4. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
5. All human services majors must take the Major Field Test (MFT) in their discipline prior to graduation.

REQUIREMENTS FOR A MINOR IN HUMAN SERVICES (18 hours)

Eighteen hours of the following courses: Human Development 300 or 301 (3), 305 or 306 (3); Human Services 101 (2), 241 (1); Psychology 315 (3), 412 or 414 (3); Sociology 204 or 205 (3)

MATHEMATICS (MT)

REQUIREMENTS FOR A MINOR IN MATHEMATICS (18 hours)

Mathematics 203 (4), 204 (4), 205 (4), plus six hours of mathematics at the 300-400 level.

MODERN LANGUAGES (SP)

REQUIREMENTS FOR A MINOR IN MODERN LANGUAGES (18 hours)*

Eighteen hours in foreign languages beyond the elementary level (a minimum of six hours at the 300-level or above).

*To fulfill the required number of hours for the modern languages minor, in addition to course work at Montreat College, students may (1) apply credits from Montreat College's Spanish placement exams; (2) apply credits from Advanced Placement (AP) exams; and/or (3) apply credits from the College Level Examination Program (CLEP). Students may not minor in a language that is not offered at Montreat College since only the modern languages and Spanish minor have been approved by the faculty (the minor in modern languages is generally a combination of French and Spanish courses). Transfer credit from qualifying schools is accepted, subject to normal transfer credit limitations.

MUSIC (MS)

Montreat College offers all students opportunities for musical training and experience. Students are encouraged to develop and share their God-given abilities by participation in musical ensembles, attendance at recitals and concerts, and the taking of classes appropriate to their level of study.

The Bachelor of Music degree is designed for students who wish to prepare for professional careers in music as performers, teachers, church musicians, or composers and arrangers. The Bachelor of Arts in Music Business, interdisciplinary in nature, is designed to prepare students for positions in various areas of the music industry, including management. The curricula leading to these degrees are based on a philosophy which recognizes the necessity of rigorous professional training in all aspects of music with correlative and supporting studies in the liberal arts. The peculiar demands of music training are such that students preparing for a career in music must agree to a greater amount of specialization in their undergraduate program. The curricula contains approximately two-thirds major-related and one-third liberal arts core, and provides the necessary preparation for graduate study in music.

Entrance Requirements

In addition to meeting the entrance requirements of the college, the

prospective music performance major must pass a performance audition. No audition is required for music business majors or for music minors.

Applied Music

Any student may take private lessons in piano, organ, guitar, voice, clarinet, or saxaphone. Music performance majors will select their primary area from piano, organ, or voice, subject to faculty approval, and must take eight semesters in their major instrument, along with four semesters in any instrument(s) other than their major instrument. Music business majors and music minors must take four semesters of any one instrument.

Ensembles

Because ensemble experience is critical to the growth of musicianship, students selecting the music performance major are required to register for Music 151 (Concert Choir) during their first eight semesters of enrollment. Those majoring in music business or minoring in music are required to register for Music 151 during the first four semesters of enrollment.

REQUIREMENTS FOR A MAJOR IN MUSIC PERFORMANCE

1. Courses required for the general education core, including six hours of foreign language (50 hours).
2. Performance concentration (12 hours)
   Organ: Music 145, 146, 245, 246, 345, 346, 445, 446
   Piano: Music 141, 142, 241, 242, 341, 342, 441, 442
   Voice: Music 143, 144, 243, 244, 343, 344, 443, 444
3. Performance supporting courses (27 hours)

Applied minor	4 hours
Music 100	4 hours
Music 303	3 hours
Music 311 (2), 312 (2), 313 (2), 314 (2), 315 (2), 316 (2)	4 hours
Music 411 (2), 412 (2), 413 (2), 414 (2), 415 (2), 416 (2)	4 hours
Music 151 (Concert Choir)	8 hours

4. Comprehensive supporting courses (41 hours)
   Music 113 (4), 114 (4), 213 (4), 214 (4), 301 (3), 302 (3), 305 (3), 306 (3), 317 (3), 318 (3), 401 (2), 402 (2), and 417 or 418 (3)
5. Degree requirements for a music major total 130 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.

6. Performance majors must present a half-hour public recital in their junior year and a one-hour public recital in their senior year.
7. All performance majors must pass the keyboard proficiency exam.

REQUIREMENTS FOR A MAJOR IN MUSIC BUSINESS

1. Courses required for the general education core, including six hours of language (50 hours).
2. Business component (24 hours)
   Business 101 (3), 201 (3), 202 (3), 203 (3), 209 (3), 230 (3), 309 (3), 311 (3)
3. Music component (20 hours)
   Music 100 (2), 113 (4), 114 (4), 151 (4), 451 (2), 461 (4)
4. Performance courses (4 hours from chosen emphasis):
   Voice (Music 143, 144, 243, 244)
   Piano (Music 141, 142, 241, 242)
   Organ (Music 145, 146, 245, 246)
   Guitar (Music 147, 148, 247, 248)
   Clarinet (Music 147, 148, 247, 248)
   Saxaphone (Music 147, 148, 247, 248)
5. Completion of each of the following elective groups (24 hours):
   A. Applied Management Group (3 hours)
      Select one: Business 320, 335, 402, 406
   B. Business/Marketing Management Group (6 hours)
      Select two: Business 303, 307, 308, 331, 336, 435
   C. Computer Applications Group (3 hours)
      Select one: Computer Science 204, Music 301
   D. Musical History and Culture Group (6 hours)
      Select two: Music 101, 302, 305, 306
   E. Practical Skill Group (6 hours)
      Select two: Art 245, 246, Business 214, Computer Science 440, Communication 232 and 332, 312, 314, Music 321 OR a course in the computer applications group that has not been used toward that requirement
6. General electives* to bring total to 126 semester hours. Refer to "Requirements Baccalaureate Degrees" for more information.
7. Music business majors must submit a portfolio prior to graduation.

*It is strongly recommended that students consider taking additional courses from the elective groups listed above or additional semesters of applied music or foreign language to fulfill the elective hours.

REQUIREMENTS FOR A MINOR IN MUSIC (19 hours)

Music 113	4 hours
Music History and Culture Group	
Select two: Music 101, 302, 305, 306	6 hours
Applied Music	4 hours
Music 151 (Concert Choir)	4 hours
Music Elective	1 hour

OUTDOOR EDUCATION (OE)

The Bachelor of Science with a major in outdoor education combines elements of both adventure education and environmental education into one unique program of study. Offering a strong emphasis in outdoor skills, leadership training, and environmental studies, students will learn to teach outdoor activities, team building, and environmental awareness in the context of a wilderness setting and from a biblical worldview. Through discussion-oriented classes and experience in the field, students will be able to design, implement, and administer outdoor education programs that are safe, challenging, and enjoyable. The outdoor education curriculum is designed to give students the skills, knowledge, and training necessary to both facilitate personal growth and interpret the natural environment.

The outdoor education degree at Montreat College is distinctively Christian in its orientation. Classes are conducted with frequent reference and application to one's own personal relationship with Jesus Christ. The program of study is academically rigorous, and students will enjoy broad exposure to the field of outdoor education.

REQUIREMENTS FOR A MAJOR IN OUTDOOR EDUCATION

1. Courses required for the general education core (50 hours). Students are encouraged to include Biology 101, 102, Communication 312 (prerequisites for major courses), Interdisciplinary Studies 202, and Psychology 202 in the general education core requirements.
2. Core requirements in the major (39 hours)
   Outdoor Education 111 (3), 112 (3), 190 (4), 280 or 415 (2), 304 (3), 306 (3), 340 (3), 404 (3), 441 (3), 462 (3), 490 (1)
   Environmental Studies 201 (2), 202 (2), 206 (4)
3. Designated electives to be selected in consultation with the advisor (13 hours)

Select nine hours from the following:
Outdoor education 220 (3), 221 (2), 305 (3), 310 (3), 311 (4), 312 (4), 313 (4), 314 (4), 400 (3), 460 (1-6)
Select four hours from the following:
Biology 201 (4), 211-212 (4), Environmental Studies 301 (4), 305 (4), 315 (4), 460 (1-4)

4. General electives to bring total to 126 semester hours. Refer to "Requirements for Baccalaureate Degrees" for more information.
5. All outdoor education majors are required to take the outdoor education comprehensive exit exam prior to graduation.

REQUIREMENTS FOR A MINOR IN OUTDOOR EDUCATION (20 hours)

Twenty hours of outdoor education courses from the following, with at least six hours at the 300-400 level.

Environmental Studies (8 hours)
Environmental Studies 206 (4), plus any four hours from the following: Biology 201 (4), 211-212 (4), Environmental Studies 201 (2), 202 (2), 301 (4), 305 (4), 315 (4)

Outdoor Education (12 hours)
Outdoor Education 111 or 112 (3)
Any nine hours from the following:
Outdoor Education 190 (4), 220 (3), 221 (2), 280 (2), 304 (3), 305 (3), 306 (3), 310 (3), 311 (4), 312 (4), 313 (4), 314 (4), 340 (3), 400 (3), 404 (3), 441 (3), 460 (1-6), 462 (3)

PHYSICAL EDUCATION (PE)

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION (19 hours)

Nineteen hours to include the following courses: Health 101 (3), 102 (3); Physical Education 111 (3), 201 (2), 302 (2), 303 (1); Physical Education 341 or Outdoor Education 300-400 elective (3); plus any physical education activity courses (2).

SPANISH (SP)

REQUIREMENTS FOR A MINOR IN SPANISH (18 hours)*

Eighteen hours of Spanish courses beyond the elementary level, at least 12 of which must be at the 300-level or above.

*NOTE: To fulfill the required number of hours for the Spanish minor, in addition to course work at Montreat College, students may (1) apply credits from Montreat College's Spanish placement exam; (2) apply credits from Advanced Placement (AP) exams; and/or (3) apply credits from the College Level Examination Program (CLEP). Students may not minor in a language that is not offered at Montreat College since only a Spanish minor has been approved by the faculty (the minor in modern languages is generally a combination of French and Spanish courses). Transfer credit from qualifying schools is accepted, subject to normal transfer credit limitations.

ALTERNATIVE MAJOR

Students normally pursue one of the regular academic majors offered by the college. However, students also have the option of designing their own major so that they may engage in indepth study that draws on two or more academic disciplines at the college. These programs, called alternative majors, are interdisciplinary, individualized majors developed in consultation with the faculty advisor.

A student wishing to propose an alternative major must do so before completing 80 hours of course work. Courses which have already been completed must be indicated on the proposal for the alternative major, and these courses may comprise no more than 75% of the total course credits proposed. The major must comprise at least 15 courses. To insure sufficient depth in the major, a maximum of 30 credits must be courses numbered 300 or higher; these will be in addition to any internship credits. To insure that the proposed major differs sufficiently from existing majors, there must be at least a 15-credit difference between the requirements of the proposed major and those of an existing major. Major courses should be available at Montreat College; limits on transfer credits and independent studies should be within the normal pattern for other majors.

In constructing and seeking approval for an alternative major, students must submit a written proposal in collaboration with the faculty advisor to the Academic Affairs Committee. The proposal should describe the

coherence, breadth, and depth as well as the goals and objectives of the alternative major. Students must explain how the courses fit together logically, how they cover the essential components of the field of study, and how they provide a mastery of a body of knowledge comparable in scope to other majors. The proposal should describe how the alternative major will enhance the student's personal, academic, and career goals. Students are encouraged to submit the proposal to the Academic Affairs Committee chair before midterm of the spring semester in order to have adequate time for processing.

DUAL MAJOR

Students may work toward a dual major. Through a comprehensive, concentrated, and diverse education, students with a dual major demonstrate to potential employers breadth, depth, flexibility, and persistence. To complete a dual major, a student must fulfill the general education core requirements, and the designated requirements of both majors. When two majors have common course requirements, students may count the required courses towards both majors. Students with dual majors should expect to take overloads, summer classes, and/or attend an extra semester to fulfill the requirements for both majors.

REQUIREMENTS FOR ASSOCIATE DEGREES

The requirements for associate degrees are designed to provide breadth in general education and to allow for the amount of specialization necessary in preparation for a major field in the junior and senior years. The course programs represent those offered by major colleges and universities in freshman and sophomore years. To earn either of the associate degrees outlined on these pages, students must

1. earn a minimum of 60 academic hours of credit;
2. successfully complete all courses listed as basic degree requirements;
3. present a grade of "C" or better on transfer hours accepted and a cumulative grade point average of 2.0 on all work attempted for a degree at Montreat College;
4. earn a minimum of 24 semester hours at Montreat College;

NOTE: Students who leave Montreat College with less than 64 hours or less than a 2.0 grade point average may enroll in another institution and transfer back a maximum of 12 semester hours toward a degree at Montreat College.

5. complete an "Application for Graduation" form during the registration period for the semester immediately prior to the date the degree is to be granted; and
6. successfully fulfill area knowledge competency requirements (mathematical computation, oral expression, reading, writing, and computer literacy).

Students are normally subject to the academic requirements stated in the *Catalog* which was current when they matriculated. A student who leaves the college and is later readmitted must meet the requirements current at the time of readmission. **It is each student's responsibility to be sure all degree requirements are met.**

ASSOCIATE IN ARTS DEGREE

The Associate in Arts (A.A.) degree has the requirement of foreign language proficiency through the 200 level. All entering students who expect to enroll in a foreign language beyond the elementary level must take a proficiency examination; students demonstrating proficiency through the 102 level may complete their language requirement by taking six hours of 200-level courses in that language or by satisfactorily completing 12 semester hours of a different language.

Students presenting two high school units of a foreign language but whose required proficiency examination score does not permit them to enter the 200 level may take the 101-102 level of that language for credit.

Students whose native language is not English and whose prior language of instruction was not English may substitute English for the foreign language requirement for the Bachelor of Arts degree. Twelve hours of approved English courses, in addition to the nine hours of general education core requirements, may be substituted.

1. Required courses

Bible and Religion 101	3 hours
Bible and Religion 102 or 103	3 hours
English 101, 102	6 hours
Foreign language*	12 hours

History 101, 102 — 6 hours
Math (101 or above) — 3 hours
Physical education activity courses — 2 hours

*Students whose native language is not English should consult with the English department to decide which courses would strengthen communication and/or grammar skills. These courses will be approved toward meeting the language requirement.

2. Electives in required areas
   - Fine Arts — 3 hours
     - Art 101, 102, or Music 101
   - Humanities — 3 hours
     - English 200 level and above
     - Bible and religion 200 level and above
     - Music 101, 113, 114 and 200 level and above except applied courses
     - Philosophy 201 or Interdisciplinary Studies 202
   - Literature — 3 hours
     - English 201, 202, 203, 204, or any 300-level
   - Natural Science — 8 hours
     - Astronomy, biology, chemistry, or physics
   - Social Science — 6 hours
     - History above 100-level, economics, political science, psychology, or sociology
3. General electives to bring total to 60 semester hours.

ASSOCIATE IN SCIENCE DEGREE

The Associate in Science (A.S.) degree has no foreign language requirement so students pursuing this degree must take more courses in other areas. The Associate in Science degree consists of the following required and elective courses or their equivalents.

1. Required courses
   - Bible and Religion 101 — 3 hours
   - Bible and Religion 102 or 103 — 3 hours
   - English 101, 102 — 6 hours
   - History 101, 102 — 6 hours
   - Math — 6 hours
     - Math 101 plus one additional math course (3 hours from Computer Science 204 or 206 may be counted toward this requirement)
     - OR Math 142 or above with a grade of at least "C-"
   - Physical education activity courses — 2 hours

2. Electives in required areas
    - Fine Arts — 3 hours
        - Art 101, 102, or Music 101
    - Humanities — 3 hours
        - English 200 level or above
        - Bible and Religion 200 level or above
        - Music 101, 113, 114 and 200 and above except applied courses
        - Philosophy 201 or Interdisciplinary Studies 202 or a foreign language
    - Literature — 3 hours
        - English 201, 202, 203, 204, or any 300 level
    - Natural Science — 8 hours
        - Astronomy, biology, chemistry, or physics
    - Social Science — 6 hours
        - History above 100 level, economics, political science, psychology, or sociology
3. General electives to bring total to 60 semester hours.

ADULT EDUCATION

SCHOOL OF PROFESSIONAL AND ADULT STUDIES

The School of Professional and Adult Studies seeks to provide education which is consistently informed by a Christian worldview to adult professionals with previous college experience. Program offerings permit working professionals to complete educational goals while fully involved in current careers. A special feature of this program is that working professionals can integrate their practical knowledge of the workplace with interactive classroom instruction and Christian principles. Program objectives include:

1. providing a high-quality education leading to professional advancement via a unique delivery system;
2. promoting lifelong learning that combines the practical and theoretical; and
3. providing a value-added education from the perspective of an informed Christian worldview.

Programs in the School of Professional and Adult Studies campuses are designed to meet the educational needs of working adults. The adult degree programs began in 1994 in Montreat, North Carolina. Currently, degree programs are offered throughout the Western North Carolina and Charlotte areas and have more than 600 students enrolled.

The program allows adults who want to advance their career opportunities a way to further their education through the Associate in Science degree, Bachelor of Business Administration degree, and Master of Business Administration degree. Programs are delivered in a non-traditional, accelerated format specifically designed for working adults who have work experience. Credentialed faculty members who are working professionals are carefully selected in order to provide appropriate instruction which integrates theory with practical business experience and Christian principles. Classes meet once a week for four-hour sessions of interactive instruction. Students are also required to meet once a week in study groups to complete the week's activities for class, including presentations, homework, research, and papers. Courses are offered sequentially and textbooks and modules are delivered to the classroom. Students stay with their cohort groups throughout the program to build teamwork skills essential in today's workforce.

The undergraduate degrees offer working adults who already have 60 or more transferable hours of college credit an opportunity to complete their core business courses in approximately 22 months. Other courses of general electives and general education may also be necessary to complete degree requirements. Montreat College will assist students in discovering options for completing all requirements for graduation.

For undergraduate students who do not have 60 transferable semester hours to begin the core business courses, the School of Professional and Adult Studies offers the Associate in Science degree as well as general elective courses in the PLUS (Program Listing for Undergraduate Studies) program.

The graduate program, Master of Business Administration, is offered for adults who want to earn marketable credentials for the modern business environment.

For more information on the academic programs of the School of Professional and Adult Studies, please request a SPAS *Catalog and Student Handbook* from the Office of Adult Education at 828-667-5044, extension 307.

COURSE DESCRIPTIONS

Course Numbering System and Abbreviations

The first digit of the course number generally indicates the level of the course. The figure in parentheses after the course title provides the credit in semester hours.

Courses numbered 100 and 200 are open to all students; 300-level courses are normally open to sophomores, juniors, and seniors; 400-level courses are open to juniors and seniors.

The following list of abbreviations is used for academic departments:

AR Art
AS American Studies
AT Astronomy
BB Bible and Religion
BL Biology
BS Business Administration
CC Cross-Cultural Studies
CE Christian Education
CH Chemistry
CM Communication
CS Computer Science
ED Education
EE Elementary Education
EN English
ES Environmental Studies
FR French
GE General Education
GG Geography
GR Greek
HB Hebrew
HD Human Development
HL Health
HS History
HU Human Services
IS Interdisciplinary Studies
MS Music
MT Mathematics
OE Outdoor Education
PC Physics

PE Physical Education
PH Philosophy
PL Political Science
PY Psychology
SC Sociology
SM Sport Management
SP Spanish

Courses designated by hyphenated numbers (101-102) and by numbers separated by commas (101, 102) continue throughout the year. Use of the hyphen indicates that the course must be taken in the listed sequence. Not every course listed in the *Catalog* will be offered each year. The college publishes a listing of courses to be offered each semester.

AMERICAN STUDIES (AS)

401 American Studies (3): This seminar is designed to help students to see America through the eyes of the global community, providing insights into and an analysis of the way America is viewed throughout the world.

ART (AR)

101 Survey of Art I (3): A survey of painting, sculpture, architecture, and the minor arts of Western and non-Western cultures from ancient times to the thirteenth century.
102 Survey of Art II (3): A survey of painting, sculpture, architecture, and the minor arts of Western and non-Western cultures from the thirteenth century to the present.
241 Drawing (3): A studio course emphasizing the fundamentals of drawing and composition through a variety of tools, materials, and techniques.
244 Sculpture (3): A studio course developing three-dimensional forms through diverse tools and mediums.
245 Visual Design (3): A foundation course presenting the elements and organizational principles of visual design culminating in specific personal solutions.
246 Photography (3): A studio course utilizing fundamentals of black and white photography with an introduction to digital photography. Students will supply cameras, film, papers, and ancillary equipment.
304 Exhibition (3): An independent studio course, supervised by the art department, through which the student must prepare and document a final exhibition of personal artwork/research reflecting the student's academic major. *Prerequisites: Art 101 or 102, Art 241, 244, 245, 246.*

461 Seminar in Studio Art (3): An advanced visual art studio course of study, varied by medium, objective, and faculty, to present unique techniques and aesthetic philosophies. *May be repeated once as content varies. Up to three hours can be applied to an art minor studio course (drawing, photography, sculpture), and up to six hours toward overall graduation requirements. Prerequisite: Permission of professor.*

ASTRONOMY (AT)

101 The Solar System (4): This course will explore the historical foundations of astronomy, the laws of Newton and Kepler, the planets and their moons, and the smaller objects in the solar system. Three hours of lecture and two hours of lab per week.
102 Stars and Galaxies (4): This course will explore the means by which we learn about stars and galaxies. Stellar and galactic life cycles and the origin and structure of the universe will be considered. Three hours of lecture and two hours of lab per week.

BIBLE AND RELIGION (BB)

101 Survey of the Old Testament (3): A study of Hebrew history, faith and literature. Emphasis is given to the origins described in Genesis, the religious significance of the Exodus, the Mosaic Covenant and the major teachings of the prophets. Examination is made of the relationship of God and man and the unfolding plan of redemption. *Required of all full-time students in the first semester.*
102 Survey of the New Testament (3): A study of the content, history, and teachings of the New Testament. Included in the course are introductory material on the theology of the New Testament and the origins of the Christian Church. *Bible and Religion 102 or 103 is required of all full-time students in the second semester.*
103 Survey of the Gospels (3): This survey includes a treatment of the authorship of the four Gospels and a background study of both the Roman world and Judaism. The course surveys the life and teachings of Jesus Christ based on the four Gospels. *Bible and Religion 102 or 103 is required of all full-time students in the second semester.*
201 Old Testament Theology (3): An in-depth study of Old Testament themes with a view to their relevance for Christian theology, worship, and ethics. These include God's self-revelation, creation, covenant/kingdom, fall, law, worship, prophecy, and hope. The course will include an introduction to proper exegetical, hermeneutical, and theological method. *This course may be taken in lieu of Bible and Religion 101 with the permission of the department chair.*

202 New Testament Theology (3): An introduction to the major themes of New Testament theology and their specific relevance for Christian theology, worship, and ethics. These include: the Kingdom of God, justification, sanctification, and Pauline theology. *This course may be taken in lieu of Bible 102 or 103 with permission of the department chair.*

204 Acts and Epistles (3): This course opens with a survey of the Intertestamental period and the Roman world as a background for understanding the First Century Church. Also includes a survey of the Acts of the Apostles. Attention is given to the Pauline letters and the General Epistles as well as to the relevance of the Apostolic Church to the contemporary Christian community. *(Offered alternate years.)*

207/307 English Bible (1-3): Demonstration of inductive Bible study methods and treatment of a particular book or books of the Old and New Testament based on the English text. Additional work will be required for those seeking upper division credit. May be repeated for credit as the book(s) under consideration change.

211 Christian Doctrine (3): A basic study of the major doctrines of the Christian faith and their application to contemporary thought and life. Includes studies in revelation, authority, the existence and nature of God, the person and work of Christ, the Holy Spirit, the Church, man, and Christian ethics.

281 Directed Study (1-3): For Bible and religion majors and minors desiring to work on topics of special interest in biblical studies. The major professor will supervise the study and have a minimum of 15 contact hours with the student during the semester. The grade for the course will be based on a contract developed by the student and supervising faculty member. This course may be taken only once. *Prerequisite: Permission of the instructor and department chair.*

302 Romans (3): An intensive study of the letter and its setting in Paul's ministry. The course also treats the biblical theology developed in the letter. *(Offered alternate years.)*

303 Prophetic Literature of the Old Testament (3): A comprehensive study of the Hebrew prophets interpreted in light of their context. *(Offered alternate years.)*

305 Biblical Interpretation (3): A study of the history, problems and methods of biblical interpretation, including a study of biblical-theological themes of the Old and New Testaments. *(Offered alternate years.)*

306 World Religions (3): This class will offer a survey of contemporary world religions and attempt to compare the worldview of these religious systems with a biblical worldview. Students will be equipped to converse with followers of these religions and to make clear comparisons between their beliefs and a biblical worldview.

308 Apocalyptic Literature (3): A survey of the history, development, and interpretation of biblical Apocalyptic literature with special emphasis on Daniel and the Revelation of John. *(Offered alternate years.)*
351 Biblical Studies Abroad (1-6): Selected biblical topics or books—authors, historical developments, theological themes, missionary movements—with emphasis on their geographical and cultural settings associated with the biblical literature. Residence abroad. Normally offered during the summer session. *(Offered on demand.)*
401 Seminar in Theology (3): An in-depth examination of a current theme, individual, or movement in theology. May be repeated for credit as content varies. *(Offered on demand.)*
491 Senior Thesis (3): Students will develop an extensive paper under the direction of a faculty member that demonstrates their ability to do senior-level research and writing on a specialized topic in biblical studies or theology. A committee comprised of the course professor, another department member, and one member chosen by the student evaluate and grade the thesis. *Prerequisite: Interdisciplinary Studies 461.*

BIOLOGY (BL)

101, 102 Survey of Biological Principles (4, 4): General introductory study stressing principles common to all living organisms: their structure, function, basic chemical and physical properties, inheritance, evolution, and ecology. Three hours of lecture and two hours of lab per week.
201 Vertebrate Zoology (4): Lectures deal with taxonomy, morphology, ecology, and relationships of principal vertebrate groups. Laboratories treat ecology, population biology identification and morphology, with emphasis on local forms. Three hours of lecture and three hours of lab per week. *Prerequisites: Biology 101, 102.*
202 Cell Biology (4): Structure and physiology of cells with an emphasis on the homeostasis of molecular processes and how cellular functions are integrated in multicellular organisms. Three hours of lecture and three hours of lab per week. *Prerequisites: Biology 101 and 102 or permission of professor.*
211-212 Botany (2, 2): Taxonomy and ecology of indigenous flora with concentration upon vascular plants. An introduction to plant structure, function, and systems will be included. The development of a collection and the use of an herbarium will be integrated into this program's effort to survey the natural surroundings of the college. One and one-half hours lecture, one and one-half hours lab per week. *Prerequisite: Biology 101 and 102, or permission of professor.*
301 Biometrics (3): The application of statistical methods in the biologi-

cal sciences. Topics include experimental design, sampling techniques, and data analysis techniques including regression analysis and analysis of variance and covariance.

311 Plant Physiology (3): Focusing on the mechanisms regulating the growth and development of higher plants, topics include photosynthesis, mineral nutrition, water relations, stress physiology, and growth regulators. *Prerequisites: Biology 101, 102 and Environmental Studies 206, or permission of professor.*

312 Animal Physiology (3): Physiology of animals with an emphasis upon systems integration and related environmental, biological, and toxicological issues and concerns. Two lecture hours and two laboratory hours. *Prerequisites: Biology 101 and 102 or permission of professor.*

401 Genetics (3): Molecular, Mendelian, and population principles will be developed with the inclusion of an introduction to modern experimental techniques. The course will also explore the application of Christian values to ethical issues related to genetics. *Prerequisite: Biology 101 and 102 or permission of professor. (Offered spring semester, even-numbered years.)*

404 Microbiology (4): Fundamental concepts, biochemistry, and applied aspects of microbiology with a review of current analysis techniques emerging from the field of microbiology. Topics include microbial structure, physiology, genetics, growth, control, and reproduction integrated with selected topics of applied microbiology within the medical, environmental, and industrial fields. Three hours lecture, three hours lab. *Prerequisites: Chemistry 320 or permission of professor.*

406 Conservation Biology (3): This course studies an emerging discipline that encompasses the study and conservation of the earth's biodiversity. Topics include population biology, ecology, and conservation of the diversity of species that cohabit the living world. It also examines how theories are used in habitat management practices. Current issues and case studies are used as examples. *Prerequisites: Biology 101, 102, and Environmental Studies 301.*

BUSINESS ADMINISTRATION (BS)

101 Introduction to Business (3): A survey course that introduces students of the fundamentals of business with particular attention given to the historical and economic foundations of our capitalistic system; the global marketplace; social and legal environments; human resources; marketing; management information systems; and financial management. *(Offered each semester.)*

201 Principles of Accounting I (3): Proprietary-based treatment of the accounting cycle, financial statements, merchandising, cash receivables,

payables, inventories, plant property and equipment, payroll, accepted accounting principles and partnerships. *Pre- or corequisite: Business 101. (Offered each fall.)*

202 Principles of Accounting II (3): Treatment of corporations, investment, consolidated statements, tax impact on decision, statement analysis, changes in financial position, responsibility account, manufacturing, cost process job order, and standard. *Pre- or corequisite: Business 201. (Offered each spring.)*

203 Macroeconomics (3): A study of modern explanations of national income and employment. The course will give special emphasis to the American economy, its production, interrelationships of households, business, and government, nature and function of money, monetary and fiscal policy, and public finance. *Pre- or corequisite: Business 101. (Offered each fall.)*

204 Microeconomics (3): A study of price theory and the interplay of supply and demand in competitive markets as a multitude of individual prices, wage rates, profit margins, and rental changes are created. *Pre- or corequisite: Business 101. (Offered each spring.)*

209 Principles of Management (3): An introductory course to management structured around the basic management functions of planning, organizing, leading, and controlling. The course explores the functions of the management process in for-profit and not-for-profit organizations, large and small. Special topics include: globalization, quality, competitiveness, teamwork, ethics, and entrepreneurship. *Pre- or corequisite: Business 101. (Offered each spring.)*

214 Quantitative Methods (3): Models for decision-making for marketing, finance, accounting, production and operations management, parametric and nonparametric statistics. An introduction to simple regression models, constrained and unconstrained optimization, and other techniques. *Prerequisite: Math 214. (Offered each fall.)*

230 Principles of Marketing (3): An introductory study of the marketing process with a background in the elements of the marketing mix, product distribution structure, price system, and promotional activities. The importance of customer orientation is stressed. *Pre- or corequisite: Business 101. (Offered each fall.)*

303 Human Resource Management (3): A course exploring the management of human resources to help companies meet competitive challenges. Included are discussions of global, quality, social and technological challenges facing United States businesses and the role of human resource management. Current practices and research on motivating, training, and supporting people will be examined. *Pre- or corequisite: Business 209. (Offered spring semesters.)*

304 Labor-Management Relations (3): A study of the history and

development of labor relations, structure of union organizations, and process of collective bargaining negotiations and contract administration. With declining union membership over the last ten years, special emphasis is placed on employee relations in nonunion organizations. Contemporary issues include public sector and international labor relations. *Pre- or corequisite: Business 101, 209 or permission of professor. (Offered fall semesters, even-numbered years.)*

306 Corporate Finance (3): Study of financial functions of a business enterprise conducted from the standpoint of the financial manager. Emphasis on analysis, planning and control, working capital management, capital budgeting, long-term financing, financial structure and valuation, and required rate of return. *Prerequisite: Math 214; pre- or corequisite: Business 202. (Offered each spring.)*

307 Organizational Behavior (3): This course examines the development and maintenance of organizational effectiveness in terms of environmental effects, improving motivation, behavior modification, systems aspects, communications, structure, and the dynamics of problem solving, goal setting, team building, conflict resolution, and leadership. *Pre- or corequisite: Business 209. (Offered fall semesters, odd-numbered years.)*

308 Servant Leadership (3): A study of the concept of servant leadership and its applicability to today's business environment. Students will examine leadership characteristics and strategies of the Great Teacher, Jesus Christ, and compare them to historical and current models for leadership including Nehemiah, Gandhi, Greenleaf, Deming, Covey, and others. *Prerequisite: Business 101; pre- or corequisite: Business 209; or permission of professor. (Offered fall semesters, odd-numbered years.)*

309 Business Ethics (3): This course includes an analysis of business policies and practices with respect to their social and moral impact. It raises basic questions on moral reasoning and the morality of economic systems, both nationally and internationally. It also examines the impact of governmental regulations on corporate behavior, and the ethical relationships between the corporation and the public. *Prerequisite: Business 101. (Offered each fall.)*

310 Total Quality Management (3): An overview of the philosophy and tools of total quality management beginning with a study of W. Edwards Deming's Theory of Profound Knowledge. Students will be actively involved in team-building exercises employing statistical tools and techniques for innovation while solving real-world productivity problems. *Pre- or corequisite: Math 214 and Business 209 or permission of professor. (Offered fall semesters, even-numbered years.)*

311 Business Law (3): An introduction to the fundamentals of business law to familiarize students with the language, elementary principles,

and methodology of the legal system. Primary emphasis is placed on the areas of contracts, agency and employment, and personal property. *Pre- or corequisite: Business 101. (Offered each spring.)*

313 Production/Operations Management (3): A study of the management of the production functions of a manufacturing business to include world-class production theory. The course will include the study of forecasting, location analysis, allocating resources, designing products and services, scheduling activities, and assuring quality of outputs. *Prerequisite: Math 214; pre- or corequisite: Business 214. (Offered spring semesters, even-numbered years.)*

315 Intermediate Accounting I (3): Financial accounting theory and practice underlying the accounting process. Topics emphasized include asset and liability accounts, related income measurement, valuation, and reporting problems associated with these accounts. Three hours of lecture and two hours of lab. *Pre- or corequisite: Business 202. (Offered fall semesters, odd-numbered years.)*

316 Intermediate Accounting II (3): A continuation of Intermediate Accounting I. Topics emphasized include analysis of stockholders' equity accounts, income determination problems, changes in accounting methods and estimates, fund statement, statement analysis, and special problems. *Prerequisite: Business 315. (Offered spring semesters, even-numbered years.)*

317 Cost Accounting (3): Introduction to cost accounting, definitions and objectives. Topics emphasized include cost-volume profit relationships, job order accounting, budgeting, systems design and human motivation, flexible budgets, standard costs, contribution approach to decision, cost allocation, joint product and by-product costing, and process costing. *Prerequisite: Business 202. (Offered spring semesters, even-numbered years.)*

318 Accounting Information Systems (3): An in-depth treatment of internal control and related accounting procedures, authorization and documentation, flow charting, and scheduling. Design of accounting systems to provide information of financial reports and to meet legal requirements for adequacy of accounting record and internal controls. Development of skill and expertise required for the study of contemporary accounting systems and internal auditing. *Prerequisites: Business 202 and Computer Science 204. (Offered fall semesters, even-numbered years.)*

320 International Business (3): A study of the approach to doing business in other nations and cultures. The influences of political systems, competition, economic systems, social, legal, and technology environments on the main business functions (marketing, production, finance) and business effectiveness will be examined. *Pre- or corequisite: Business 101. (Offered fall semesters, odd-numbered years.)*

331 Sales Administration (3): A course on the professional, ethical, needs-based, nonmanipulative, low-pressure, consultative approach to sales. Theories of selling, communicating, time management, and the relationship of sales to marketing and promotion are covered. Ethical business issues are examined in simulated selling situations. *Pre- or corequisite: Business 230. (Offered spring semesters, even-numbered years.)*
332 Direct Marketing (3): A course in understanding and organizing the process of management decision making and activities required to plan and implement direct marketing programs. Emphasis is placed on the scope of direct marketing and the nature of what direct marketers do. Critical direct marketing concepts, applications, and cases will be utilized in relating a wide range of consumer and business-to-business direct marketing efforts for both products and services. *Pre- or corequisite: Business 230. (Offered spring semesters, odd-numbered years.)*
335 Retailing Management (3): This course employs a balance between a descriptive and conceptual approach for understanding the retailing industry and the decisions made by retailers. Types of retailers, trends in retailing, needs of customers, and factors affecting store and merchandising choices will be examined. Extensive case analysis and actual retailer comparisons will complement the classroom discussion. *Pre- or corequisites: Business 209, 230. (Offered fall semesters, even-numbered years.)*
336 Principles of Advertising (3): An overview of the nonselling methods of promotion, including advertising, sales promotion, and public relations. Primary emphasis on the field of advertising includes a review of the history and economics of advertising, research, copy, layout, production, budgeting, and advertising organization. *Pre- or corequisite: Business 230. (Offered fall semesters, even-numbered years.)*
338 Marketing Research (3): A study of the role of research in marketing decisions. Special emphasis on data gathering, compilation, analysis, and interpretation including the writing and analysis of surveys. Students will work on business problems with actual companies or evaluate new product concepts. *Pre- or corequisite: Business 230. (Offered spring semesters, even-numbered years.)*
402 Management of Not-for-Profit Organizations (3): A practical course designed to familiarize students with the unique management challenges of not-for-profits to include accounting and financial controls, bylaws, boards of directors, program planning, fund-raising, staffing, and community relations. Case studies of mission organizations, church administration, parachurch organizations, and other nonprofits are examined. *Prerequisite: Business 209; pre- or corequisite: Business 202. (Offered spring semesters, odd-numbered years.)*
405 International Marketing (3): An in-depth study of the operational and cross-cultural aspects of international marketing, including the

nature of competition, developmental structures and channels, price and credit policies, promotional challenges, research, product trade barriers, and other international arrangements. The international competitive position of the United States is discussed and evaluated. *Pre- or corequisite: Business 230. (Offered spring semesters, odd-numbered years.)*

406 Small Business Management (3): A practical course designed to familiarize students with the application of managerial responsibilities that are uniquely critical to small businesses including entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practices, marketing and advertising techniques, and inventory control. *Prerequisite: Business 209. (Offered spring semesters, odd-numbered years.)*

417 Taxation (3): Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include personal deduction, tax credits, capital gain and loss provisions, accounting methods, research methodology, and individual tax planning. *Prerequisite: Business 202. (Offered spring semesters, odd-numbered years.)*

418 Auditing (3): This course includes the theory and practice of standards, types of services, analysis of reports, legal responsibility, internal control, and SEC requirements. *Prerequisite: Business 202. (Offered spring semesters, odd-numbered years.)*

435 Consumer Behavior (3): This course stresses the understanding of consumer behavior in developing marketing strategy. Opportunites are provided for the analysis of advertising's objective, target audience, and the underlying behavioral assumptions. Students will apply consumer behavior knowledge to social and regulatory issues as well as to business and personal issues. *Pre- or corequisite Business 230. (Offered fall semesters, odd-numbered years.)*

437 Marketing Management (3): An integrated course in marketing, systematically oriented with emphasis on the marketing mix, formulation of competitive strategies, and special attention to control function, market analysis, marketing information, and sales forecasting. Case analysis and simulation is stressed. *Pre- or corequisite: Business 338. (Offered fall semesters, odd-numbered years.)*

441 Internship (3): Supervised internship provides students with the opportunity to integrate classroom instruction with on-the-job learning in an area associated with their concentration. A maximum of six hours may be counted toward the degree. *Prerequisite: Twelve hours of business course work. (Offered each semester.)*

460 Strategic Management (3): This course is designed to provide students with an overview of the strategic management process. Emphasis is placed on developing a vision, setting objectives, and crafting

strategy to achieve desired results. The course stresses the importance of analyzing external competitive conditions and the organization's internal capabilities, resources, strengths, and weaknesses in order to gain and sustain a competitive advantage. Approaches to organizational structure, policy, support systems, and leadership required to effectively execute strategy are all examined. *Prerequisite: Junior or senior standing in business. (Offered each spring.)*

481 Special Topics in Business (3): This course will provide students and faculty the opportunity to participate in study and research of current business issues. Topics will be determined by the department. *Prerequisite: Permission of department chair.*

CHEMISTRY (CH)

201-202 Environmental Inorganic Chemistry (4, 4): Introduction to chemistry for the science major. Topics considered include atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, properties of gases, oxidation-reduction, electrochemistry, chemical equilibria, and an introduction to nuclear and organic chemistry with an environmental application. The laboratories will concentrate on chemical experimentation with qualitative and quantitative inorganic analysis. Three hours of lecture and three hours of laboratory per week. *Prerequisite: Two years of high school algebra or permission of professor.*

320-321 Organic Chemistry (4, 4): The structure, nomenclature, stereochemistry, energy relations, and reaction mechanisms of major classes of organic compounds are studied in application to biological, toxicological, and environmental topics. Lecture and laboratory will include the utilization of spectroscopy data to identify compounds. The laboratory will emphasize experimental techniques of synthesis, isolation, and identification of compounds. Three hours lecture and four hours lab per week. *Prerequisites: Chemistry 201, 202 or permission of professor.*

CHRISTIAN EDUCATION (CE)

201 Foundations of Christian Education (3): Introduction to the principles of Christian education in contemporary society. Survey of current theories of child and family development as they apply to moral development and the Christian education of the family. Particular attention is placed on biblical foundations of Christian education, local church, and the educator as an agent of change. *Prerequisites: Bible and Religion 101 and Bible and Religion 102 or 103.*

281 Directed Study (1-3): For Bible and religion majors and minors

desiring to work on topics of special interest in the selected area of concentration. The major professor will supervise the study and have a minimum of 15 contact hours with the student during the semester. The grade for the course is based on a contract developed by the student and supervising faculty member. This course may be taken only once. *Prerequisite: Permission of professor and department chair.*

301 Foundations and History of Christian Ministries (3): A course in biblical foundations and history of Christian ministries: overseas, local congregational, interdenominational, with the structure, purpose, and methodology of each.

302 Organizational Leadership and Management (3): Includes the recruitment of the laity and retention of their participation, formal and informal leadership training, time management, committee leadership, and conflict management. *(Offered alternate years.)*

303 Discipleship and Lifestyle Evangelism (3): An examination of the biblical and theological basis for evangelism and discipleship. Special attention will be given to the spiritual decision-making process, the art of persuasion, and its link to communication theory. Incorporates individual experiences in personal evangelism and small-group discipleship.

403 The Teaching and Learning Process (3): A study of the nature of the learner, learning process, and teacher in the teaching/learning process. Particular attention will be given to methods of designing, planning, organizing, and interpreting the learning environment in order to facilitate an enriching educational experience.

406 Ministry to Children (3): A survey of the spiritual, mental, emotional, and social needs of the child and an examination of the church's and parachurch's role in addressing these needs. Issues related to schooling choices, curriculum, educational methods and strategies, and administration of programs for children will be examined.

407 Contemporary Youth Culture and Programming (3): An examination of the major institutions affecting youg people as well as the culture's tendency to manipulate them. Special attention will be given to analyzing and critiquing current understandings of family, media, school and peer relationships, and designing programs to address the unique challenges faced by adolescents and their families.

481 Directed Study and Research (3): For majors in Bible and religion desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of 15 contact hours with the student during the semester. A research paper will be required in the course, which may be taken only once. *Prerequisites: Junior standing and completion of 12 hours of course work at the 300 level or above and permission of the major professor and department chair.*

COMMUNICATION (CM)

Journalism workshop courses (Communication 227, 235, 327, and 337) may be taken or repeated in any combination up to five hours. Students may only be enrolled in one journalism course per semester.

221 Principles of Speech (3): A course in the preparation and delivery of original speeches, instruction in extemporaneous speaking, and forensic debate. Other topics may include illustrated lectures, storytelling, stand-up comedy, and British Union debate.

227 Introduction to Journalism (1): A workshop course which will familiarize students with the basics of newspaper writing and distribution through regular publication of a campus newspaper. *Prerequisite: Permission of professor.*

230 Acting (3): Principles of the craft of acting, with emphasis on script analysis from the standpoint of character's objective. Includes the development of voice, movement, rehearsal, and performance process.

232 Introduction to Stagecraft (1): A studio course designed to familiarize students with the basic skills of one or more of the following stage technologies: lighting, sound, makeup, costume, set construction, and publicity. *Prerequisite: Permission of professor.*

235 Graphic and Photojournalism (1): A workshop for newspaper photographers and cartoonists/illustrators. Students will make regular assigned submissions of photographs and/or artwork for publication in a campus newspaper. *Prerequisite: Permission of professor.*

312 Public Affairs Communication (3): Study and practical application of communication theory as it relates to the tasks of public relations. Emphasis on production and use of media including any of the following—desktop publishing, still photography, audio recording, film, video, and the internet. *Prerequisites: English 101 and 102 with a minimum grade of "C-." (Offered alternate years.)*

314 Development of Broadcasting (3): A study of the history, theory, and technology of broadcasting. Spheres of instruction will include radio, television, cable, and electronically recorded mass media. *Prerequisites: English 101 and 102 with a minimum grade of "C-." (Offered alternate years.)*

315 Development of Cinema (3): A survey of American film history with an emphasis on principles of critical viewing. Includes study of important thematic genres, stylistic movements, and technological developments. Two hours of lecture and four hours of lab per week. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

316 Applied Stage Directing (3): A laboratory class in play production with emphasis on the role of the director. Studies include script choice and analysis; casting; design coordination. Students will supervise the

production of at least one one-act play. *Prerequisites: English 101 and 102 with a minimum grade of "C-," junior standing, grades of "C-" or better in two theater workshop courses, and permission of professor.*

327 Intermediate Journalism (1): A workshop course which will expand students' knowledge of newspaper production through regular publication of a campus newspaper. Topics of instruction may include: interviewing style, ethics of journalism, meeting deadlines, and the basics of desktop publishing. *Prerequisites: Communication 227 and permission of professor.*

332 Intermediate Stagecraft (2): A studio course designed to expand students' knowledge of skill in one or more of the following areas of stage technology—lighting, sound, makeup, costume, set construction, and publicity. *Prerequisites: Communication 232 and permission of professor.*

337 Editing Workshop (1): A workshop course for editors of campus newspapers. Topics of instruction may include management styles, scheduling, budgeting, advanced layout techniques, copy editing, and headline writing. *Prerequisites: English 101 and 102 with a minimum grade of "C-," Communication 327, and permission of professor.*

341 Field Education (1-3): Supervised practical experience provides students with opportunity to integrate classroom instruction with on-the-job learning in various areas of communication-related fields. *Prerequisite: Permission of professor.*

432 Advanced Stagecraft (1): Students will supervise, design and/or execute one or more of the following aspects of a mainstage production—lighting, sound, makeup, costume, set design/construction, and publicity. *Prerequisites: Communication 332 and permission of professor.*

491 Senior Thesis (2): Students will develop an extensive capstone project. A departmental committee will specify the thesis parameters, approve the topic, and grade the final product.

492 Theater Practicum (2): Designed for English communication majors who have chosen a time- or labor-intensive thesis in the field of theater such as directing a mainstage production or starring in a one-person, full-length play. *Prerequisites: Communication 316 with a minimum grade of "C-," and permission of professor. Corequisite: Communication 491.*

COMPUTER SCIENCE (CS)

102 Personal Productivity with Information Systems Technology (3): A course enabling students to improve their skills as knowledge workers with an emphasis on personal productivity concepts through using functions and features in computer software such as word processing, spreadsheets, databases, presentation graphics, and Web authoring. *(Offered each semester.)*

204 Fundamentals of Information Systems (3): Providing an introduction to systems and development concepts, information technology, and application software, this course explains how information is used in organizations and how information technology enables improvement in quality, timeliness, and competitive advantage in organizations. Topics include systems concepts, system components and relationships, cost/value and quality of information, competitive advantage and information, specification, design and reengineering of information systems, application versus system software, and package software solutions. *Prerequisite: Permission of professor. (Offered each semester.)*

206 Information Systems Theory and Practice (3): This course provides an understanding of organizational systems, planning, and the decision process, as well as how information is used for decision support in organizations. Topics include quality and decision theory, information theory, systems theory and concepts, information systems and the organizational system, decision support, quality, level of systems (strategic, tactical, and operational), systems components and relationships, information system strategies. *Pre- or corequisite: Computer Science 204. (Offered fall semesters, even-numbered years.)*

210 Business Programming: COBOL (3): A course using the COBOL programming language commonly used on contemporary business computer systems. The writing, running, and debugging of programs and their related files in relation to business applications is emphasized. *Prerequisite: Computer Science 102 or permission of professor. (Offered on demand.)*

302 Programming, Data, File, and Object Structures (3): An exposure to algorithm development, programming, computer concepts, and the design and application of data and file structures, including use of logical and physical structures for programs and data. Topics include data structures and representation of characters, records, files, multimedia, precision of data, information representation, organization and storage, algorithm development, programming control structures, program correctness, verification, and validation. *Pre- or corequisite: Computer Science 204. (Offered fall semesters, odd-numbered years.)*

305 Introduction to Java Programming (3): This course is designed for students with little or no programming experience who want to learn the Java language. The first part of the course will view Java from a basic programming perspective—basic language syntax, language semantics, classes, templates, inheritance, and libraries. The course will then quickly progress to a series of lab-based programming assignments. Students will locate and download a Java compiler/interpreter from the Web, develop a series of increasingly complex applets, program objects with motion, and design an interactive Web page.

310 Database Programming (3): A course introducing the student to the logic, design, implementation, and accessing of organizational databases as contrasted to older conventional data file techniques introduced in COBOL programming. Particular emphasis is placed on relational database management which focuses on the logical nature of databases. Popular microcomputer-based database programs will be utilized. *Pre- or corequisite: Computer Science 302 and 360, or permission of professor. (Offered fall semesters, odd-numbered years.)*

320 Information Technology Hardware and System Software (4): Hardware/system software fundamentals for various computer/network architectures used in the design, development, and implemention of contemporary information systems. Topics include hardware (CPU architecture, memory, registers, addressing modes, busses, instruction sets, multi-processors versus single processors), peripheral devices (hard disks, CD's video display monitors, device controllers, input/output), and operating systems functions. Includes a one-hour lab. *Pre- or corequisite: Computer Science 204. (Offered fall semesters, odd-numbered years.)*

330 Programming: Visual Basic (3): This course emphasizes software development in the Windows environment. Students will create programs in a Graphical User Interface (GUI) environment including client-server applications and front-end applications using database information. *(Offered spring semesters, even-numbered years.)*

340 Electronic Business Strategy, Architecture, and Design (3): An examination of the linkage of organizational strategy and electronic methods of delivering products, services, and exchanges in interorganizational, national, and global environments. Topics include electronic economics, business models, value chain analysis, and technology architectures for electronic business, supply chain management, consumer behavior within electronic environments, legal and ethical issues, information privacy, and security. *Pre- or corequisite: Computer Science 204. (Offered fall semesters, even-numbered years.)*

360 Systems Analysis and Design (3): A course emphasizing the planning, development, and implementation of data processing systems on microcomputers and their operating systems. Emphasis will be placed on the systems development life cycle, systems documentation and the transition from systems analysis to design. *Prerequisite: Computer Science 204 or permission of professor. (Offered fall semesters, even-numbered years.)*

410 Advanced Systems Analysis and Design (3): A continuation of 360 Systems Analysis and Design. Emphasis will be on systems design and implementation of information systems. Projects, including software development, will be assigned for different types of organizations,

public and private. *Prerequisite: Computer Science 360. (Offered spring semesters, odd-numbered years.)*

420 Telecommunications and Networks (3): This course provides an in-depth knowledge of data communications and networking requirements, including telecommunications technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in business. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. *Prerequisite: Computer Science 320 or permission of professor.*

440 Internets and Intranets (3): This course explores the global impact of the Web on business. Intranets are used within a company; internets are designed for interaction outside of a company. A sample company page is designed using popular Web tools such as Microsoft Front Page and Microsoft Internet Explorer. *(Offered on demand.)*

450 Project Management and Practice (3): A study of the factors necessary for successful management of information systems development or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an information systems development. Topics include managing the system life cycle (requirements determination, design, and implementation), system and database integration issues, network management, project tracking, metrics, and system performance evaluation, and managing expectations of managers, clients, and teams. *Pre- or corequisites: Computer Science 360 or permission of the professor. (Offered spring semesters, odd-numbered years.)*

451 Special Studies in Information Systems (3): This course will cover specific areas of interest in the subject of information systems not presently taught in other courses. Students will select a topic/topics relevant to their major and approved by the professor. The topics may include, but are not limited to, data communications, advanced systems analysis, microcomputers, advanced business software and software for educators. *Prerequisites: Computer Science 102, 204. (Offered on demand.)*

460 Physical Design and Implementation (3): This course covers the physical design and implementation of information systems applications frequently found in emerging distributed computing environments and standards. Traditional and contemporary development environments are used. Topics include the selection of development environments and standards; software construction; including structured, event-driven and object-oriented application design; testing; software quality assurance; system implementation; user training; system delivery; and post-implementation review. *Pre- or corequisites: Computer Science 310 and 340 or permission of professor. (Offered spring semesters, odd-numbered years.)*

CROSS-CULTURAL STUDIES (CC)

201 Comparative Cultures (3): Designed to help the student gain a basic knowledge of the concepts and methods needed to compare and understand different cultures and/or subcultures. Instructional methods include on-site participant observation, interviews, case studies, and readings. This course is recommended for those who are not in the cross-cultural studies concentration. *(Offered on demand.)*
301 Foundations of Cross-Cultural Ministry (3): An introduction to the study of cross-cultural ministry, this course will examine the biblical theology of cross-cultural ministry, historical perspectives on the expansion of the Christian movement, modern movements in missions, and the strategy and components of cross-cultural work being employed today.
402 Cultural Anthropology (3): Using selected national cultures, this course teaches methods of analysis and understanding of any culture for the purpose of equipping students to make an effective presentation of the Christian Gospel. *(Offered alternate years.)*
403 Cross-Cultural Communication (3): A technical study of communication across lines of cultural and language differences. *(Offered alternate years.)*
481 Directed Study and Research (3): The major professor will supervise the directed study and have a minimum of 15 contact hours with the student during the semester. A research paper will be required in the course, which may be taken only once. *Prerequisite: Junior standing, completion of 12 hours of course work at the 300 level or above, and permission from the major professor and department chair.*

EDUCATION (ED)

204 Field Experience (3): Course emphasis is on the grade level and in the subject area of the student's interest and based on a broad range of important educational factors, including cultural diversity, classroom management, and exceptional students. This field-based course is a five-day experience in a public school setting. The emphasis is on working with and helping a cooperating teacher. Course includes an observation and teaching component. *Prerequisite: Permission of program director.*
210 Teaching Health and Physical Education (3): A study of teaching methods and curricular options used to fulfill psychomotor, cognitive, and affective objectives in the field of health and physical education. Services, environment, and instruction are discussed and explored as well as developmentally appropriate services for elementary health and physical education.

304 Computers for Educators (3): General and content-area applications of computers for education students, augmenting overall facility with computers, computer terminology, ethical issues, and instructional uses. Using the internet is stressed, particularly the use of primary source materials, such as the Library of Congress.
341 Educational Psychology (3): A study of the psychological principles and theories that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior, including the formulation of objectives. Field experience option.
348 Assessment and Evaluation in the Elementary School (3): The assessment, evaluation, and uses of educational assessment and evaluation instruments with emphasis on application in K-6 school classrooms.
361 Seminar on Intercultural Issues in Education (3): Reading, writing, and discussion of literary, historical, and artistic texts chosen from, but not limited to, African, Asian, South American, African-American, Native American, and/or women's studies. A secondary focus is on how intercultural understanding influences the academic/developmental needs of a diverse student population.
370 Student Teaching: Elementary School (6): Student teachers participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school teacher as well as a college coordinator.
420 Foundations of American Education (3): A study of the profession of teaching, including historical, social, spiritual, and philosophical foundations of American education, and emphasizing the major goals, trends, and issues in education, including dealing with differentness. Field experience option.
441 Writing Workshop/Language Arts (3): A laboratory-centered course planned for the development of language arts skills in teaching the writing process. Students will engage in exploration and practice of effective research-based writing strategies across all areas of the curriculum. Included are techniques for assessing student writing including portfolios, along with principles, procedures, organization, current research-based practices, materials, and methods of elementary school language arts reading instruction. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
442 Classroom Management and Teaching Exceptionalities (3): Study of teaching behaviors and strategies for classroom management that result in a minimum of behavior problems and sound instructional planning. Included are effective measurement and evaluation principles, strategies, characteristics, definitions, educational problems, and

appropriate educational programs for exceptional children.
470 Student Teaching (9): A specifically planned ten-week student teaching experience. *Prerequisite: Enrollment in student teaching semester.*
481 Directed Study and Research (3): Topics determined by the education faculty. Course provides students and faculty with an opportunity to participate in directed study and the research of current educational issues. *Prerequisite: Permission of program director.*

ELEMENTARY EDUCATION (EE)

322 Teaching Mathematics (4): A laboratory-centered course for implementing strategies of instruction in computation and concepts of number, geometry, and measurement. Experiences with instructional materials, technology tools, curriculums, and current research are provided.
335 Teaching Phonics and Reading (3): A laboratory-centered course planned for the mastering of skills necessary to implement the principles, procedures, organization, and current practices in the elementary phonics reading and language arts program. Materials and methods of instructional research-based practice are provided.
338 Teaching Fine Arts (3): Designed to prepare the classroom elementary teacher to meet the needs of the fine arts program in the "self-contained" classroom. Fundamentals of music, drama, movement, and art are taught along with procedures for selecting and teaching the material to be used in aiding the artistic growth of the developing child.
341 Teaching Science (3): Organization of instruction in elementary school science including research-based methods, evaluation, materials, strategies, and current practices.
444 Integrating Social Studies and the Internet (3): A technology-centered course planned for the study of instructional programs in social sciences; objectives including but not limited to Library of Congress primary resource application, materials, techniques, current research, and their application in the public school setting.
450 Educational Program for Kindergarten Children (3): Studied are the historical background, organization of physical facilities for kindergarten, developmental tasks of young children and their relationship to learning, and parent-teacher relationships. Emphasis is on philosophy, content, facilities, instructional materials, and activities that are appropriate for kindergarten classrooms. Designed to give teachers greater understanding of the principles of kindergarten education, the development of process and research substantiating current practice are explored. Integration and organization of techniques for instruction relating to language arts, social sciences, science, mathematics, health,

safety, and physical education are included as well as problems relating to reading readiness perception and cognition. Concurrent laboratory experience.

ENGLISH (EN)

Completion of English 101 and 102 or 104 with a minimum grade of "C-" is required for graduation from the college.

101 English Composition (3): A course in the composing process emphasizing prewriting, writing, and revision and closely supervised practice in reading and writing essays. Students are taught that writing is a way of learning as well as a communication skill. *Required of all full-time students in the first semester.*

102 English Composition (3): Research techniques and the writing of a research paper are included, in addition to continued practice in expository writing. *English 102 or 104 is required of all students in the second semester. Prerequisite: English 101 with a minimum grade of "C-."*

104 Introduction to Literary Studies (3): A course in literary studies, including the writing of formal literary research papers and an introduction to literary genres. Strongly recommended for students intending to major in either the literature or the creative writing concentration of the English major, and for other students who desire intense literary exposure. May substitute for English 102. *English 102 or 104 is required of all students in the second semester. Prerequisite: English 101 with a minimum grade of "C-." (Offered each spring.)*

201 Survey of English Literature I (3): A survey of English literature before the Romantic Period with a major emphasis on the masterpieces. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

202 Survey of English Literature II (3): A survey of English literature from the Romantic Period to the present. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

203 World Literature (3): An examination of thematic concepts reflected in the literature of Western heritage. Includes Homer and Sophocles. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

204 World Literature (3): Focuses on literary themes in classic writings. Includes Virgil and Dante. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

205 Introduction to Creative Writing (3): For those interested in learning about the composition of imaginative literature, with particular emphasis on the short story and poetry. Includes close reading of literary texts and the generation and presentation of student writings. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

209 Children's Literature (3): A critical and historical survey of tradi-

tional and contemporary writing for children, including picture books, folk literature, modern fantasy, poetry, modern fiction, historical fiction, and multicultural literature. Emphasis on techniques of storytelling, interpretation, and selection according to literary elements and child development needs. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

224 Literary Workshop (1): A laboratory class for the editor-in-chief and assistant editors of the campus literary magazine. May be taken for credit each semester for up to four semester hours. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

271 Business Communication (3): A study of communication concepts as they apply to business, including written communication (email, memos, letters, reports, proposals), interpersonal communication, and oral presentation. *Prerequisites: Business 101 (pre- or corequisite), English 101 and 102 with a minimum grade of "C-." (Offered each spring.)*

300 Middle English Literature (3): A study of Middle English literature with an emphasis on Chaucer's *Canterbury Tales*. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

301 Shakespeare (3): A study of the major plays of Shakespeare with special emphasis on the tragedies and comedies. May be repeated up to six hours as content varies. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

304 Restoration and Eighteenth Century British Literature (3): A course in Restoration and Eighteenth Century literature with an emphasis on John Dryden, John Bunyan, Johnathan Swift, Alexander Pope, and Samuel Johnson. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

305 Milton (3): An intensive study of Milton's poetry with an emphasis on *Comus*, *Samson*, *Agonistes*, and *Paradise Lost*. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

306 Seventeenth Century British Literature (3): A course in seventeenth century British literature with an emphasis on Ben Jonson, John Donne, and George Herbert. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

307 Romantic British Literature (3): A study of the major Romantic writers, including William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon, Lord Byron, Percy Bysshe Shelley, and John Keats. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

308 The British Novel (3): A survey of the British novel, including the history of the novel, and readings from Austen through Conrad. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*

309 Victorian Literature (3): A study of the major Victorian writers, including Alfred Lord Tennyson, Robert Browning, and Matthew

Arnold. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
310 Literature about Adolescents (3): The study of literature and nonprint media with emphasis on literature written for adolescents, on criteria for selection and evaluation, on appropriate teaching methods, and on multicultural perspectives. The course is primarily for students preparing to teach at the secondary level. Course includes school-related observations. *Prerequisites: English 101 and 102 with a minimum grade of "C-." (Offered spring semesters, even-numbered years.)*
311 Creative Nonfiction Writing (3): An intensive course in writing with an emphasis on clear, direct prose. Particular consideration is placed on magazine article writing, editing, and opinion pieces. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
313 Poetry Writing (3): A workshop course in which students explore principles and techniques of poetry writing through reading and discussion of traditional and contemporary published poets and apply those principles to their own poetry. Includes critical evaluation of students' original works by the instructor as well as the class. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
317 Short Story Writing (3): The techniques and process of writing fiction with emphasis on the short story. Readings in published short stories and essays on the art of fiction. Students will write fiction and related forms (journals, autobiography). *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
321 Literature of the United States I (3): Beginnings to 1865. Representative authors include Anne Bradstreet, Edgar Allan Poe, Nathaniel Hawthorne, Walt Whitman, and Emily Dickinson. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
322 Literature of the United States II (3): 1865 to 1945. Representative authors include Mark Twain, Kate Chopin, Robert Frost, and William Faulkner. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
323 Literature of the United States III (3): 1945 to present. Representative authors include James Baldwin, Flannery O'Connor, Saul Bellow, Joyce Carol Oates, and Toni Morrison. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
324 Twentieth Century British Writers (3): Writers from England and Ireland from World War I to the present, concentrating on William Butler Yeats, T. S. Eliot, D. H. Lawrence, Virginia Woolf, and Seamus Heaney. *Prerequisites: English 101 and 102 with a minimum grade of "C-."*
325 Literary Magazine Editing (1): An experiential course for the editor of the literary magazine *Logos*. Includes evaluating manuscripts, magazine layout, copy editing, and print arrangements. *Prerequisites: English 101 and 102 with a minimum grade of "C-"and permission of professor.*
341 Field Education (1-3): Supervised practical experience provides

students with an opportunity to integrate classroom instruction with on-the-job learning in various areas of English-related fields. *Prerequisites: English 101 and 102 with a minimum grade of "C-," and permission of professor.*

401 Seminar in Literature (3): A course in the drama, fiction, film, or poetry genre. Individual authors or significant literary movements may be covered. May be repeated up to six hours as content varies. *Prerequisite: English 201, 202, 203, or 204.*

402 Literary Criticism (3): A course in the history and development of important critical literary theories from Plato to the present. Special emphasis will be given to a Christian approach to literature. *Prerequisite: English 201, 202, 203, or 204. (Offered alternate years.)*

403 Seminar in Creative Writing (3): Instruction in advanced techniques of writing fiction and/or poetry. Writing exercises, editing, and workshop discussion and evaluation further develop the creative process. *Prerequisite: English 313 or 317 or permission of instructor.*

443 The Study of Language (3): A linguistic study of the origins and development of the English language with emphasis on the relationship of linguistics to literary analysis. *Prerequisite: English 201, 202, 203, or 204. (Offered fall semesters, even-numbered years.)*

490 Bibliography for Research (1): Recommended to be taken the semester before English 491 in order to select a topic and appropriate sources in preparation for the senior thesis. Thorough searching for sources in Mountain College Library Network, electronic sources, and other libraries. Taught by a librarian in collaboration with thesis advisor.

491 Senior Thesis (2): Students will develop an extensive presentation or paper, according to their English major concentration—literature or creative writing. A committee which consists of the course professor, the concentration main professor, and one member chosen by the student will specify the thesis parameters, approve the topic at the beginning of the semester, and grade the final paper.

ENVIRONMENTAL STUDIES (ES)

200 Introduction to Environmental Studies (3): This course provides a broad foundational understanding of the field of environmental studies while using the environment as the integrating concept. Topics include environmental philosophy and theology, nature literature, environmental science and related issues, and environmental history, policy, and law. Although this course is open to all who meet the prerequisite, it is designed specifically for students majoring in environmental studies. *Prerequisite: Biology 101.*

201-202 Field Natural History (2, 2): This field-based course covers a

broad range of topics useful for environmental educators, naturalists, and environmental biologists, including landscape ecology, taxonomy, geomorphology, winter ecology, and field meteorology. Although science-based, the course integrates discussion of seminal natural history literature into the class structure. Various methods for teaching natural history in the field will be demonstrated. Students develop a nature journal which chronicles seasonal changes in the natural world. *Prerequisites: Biology 101 and 102.*

206 Ecology (4): A course stressing the relationship of organisms to their environment including both living and nonliving factors. Topics include population dynamics, community interactions, energy flow, biogeochemical cycling, winter adaptation, and soil dynamics. Three hours lecture and three hours lab per week. *Prerequisite: Biology 101 and 102, or permission of professor.*

230, 330, 430 Science Seminars (0.5, 0.5, 0.5): Science training in academic and professional skills. These courses will complement students' development at progressive levels of their program training. *Prerequisite: Courses to be taken sequentially or permission of professor.*

301 Physical and Environmental Geography (4): This course will take an indepth look at the geographic regions of the world known as biomes. The geological, topographical, and climatic dynamics of each area will be related to ecological integrations. The study of each biome will emphasize representative plant and animal species, as well as rates of successional change. Three hours lecture and three hours lab per week. *Prerequisite: Environmental Studies 206 or permission of professor.*

302 Environmental Systems (2): This course will utilize a systems approach in understanding global environmental change. Topics include positive and negative feedback, chaos theory, box modeling, residence times, and nutrient cycling. Special emphasis will be placed on climatology and the earth-atmosphere interface. *Prerequisite: Environmental Studies 301 or permission of professor.*

305 American Ecosystems (4): Ecological analysis of field study sites and public education facilities in selected biomes and life zones. Ecosystem comparisons will be developed with particular attention given to the survey of flora and fauna. This course will also study land management and public utilization of ecological regions. Special emphasis will be placed on environmental education programs that educate the public about each biome or life zone. Course location will vary with each offering. Fee. *Prerequisite: Environmental Studies 206 or permission of professor. (Offered on occasion, summers only.)*

315 Freshwater Ecosystems (4): Chemical, physical, and ecological features of biotic and aquatic systems in the mountains of Western North Carolina. Included are the use and development of chemical and

biotic monitoring of freshwater ecosystems and population dynamics associated with nutrient level disruption. Three hours lecture and three hours lab per week. *Prerequisite: Biology 101, 102; Chemistry 201, 202 or permission of professor. (Offered fall semesters, even-numbered years.)*

341 Field Education (1-6): Supervised practical experience provides students with the opportunity to integrate classroom instruction with on-the-job learning in areas of environmental studies-related fields. *Prerequisite: General Education 210 or permission of the department.*

403 Research Methods (3): Participation in faculty-supervised independent research project. Involves a literature review, data collection and analysis, the completion of a written research paper, and an oral presentation. *Prerequisite: Senior standing or permission of professor.*

415 Biochemistry/Toxicology (4): Application and integration of biochemical processes to the functioning of whole organisms. Toxicological emphasis will be related to medical and environmental concerns. *Prerequisites: Environmental Studies 206, Chemistry 201, 202 and recommend Chemistry 320, 321 or permission of professor. (Offered on demand.)*

421-422 Naturalist Practicum (2, 2): A course to enhance and develop environmental studies and skills through experiences which will integrate previous learning as a bridge to the learner's future. The student will initiate and direct a contract of the project to enhance personal strengths and diminish personal weaknesses. *Prerequisites: Biology 211, 212, and Environmental Studies 206, or permission of professor.*

440 Senior Project: Internship (honors option) (3): Students are responsible for a project/internship design and proposal. Employment is pursued through a student job search. This project is typically developed during the junior year, employment is during the summer, and the final project presented during the senior year. A research-based project may be considered for honors recognition. All proposals and evaluation of projects will be approved through the Environmental Studies Review Committee. *Prerequisite: General Education 210. (Offered on demand.)*

460 Special Topics in Field Studies (1-6): This variable topic course offers an immersion experience for the purpose of studying specific environments. Course is usually offered during the semester, but during brief, concentrated periods, such as weekends or academic breaks. On occasion, the course is offered during the summer. After attending one or more mandatory pre-trip meetings, students will participate in a study trip to the site. Fee, varies by topic. *Prerequisite: Environmental Studies 206 or permission of professor.*

480 Independent Study (1-6): Students may choose to participate in an independent study of their choice for up to six hours of credit toward the major. *Contingent on faculty availability.*

FRENCH (FR)

Any student with two or more years of high school French must take a placement exam in order to enroll in a language course for credit. Language courses must be taken in sequence since, with the exception of the first course in the sequence, each language course has a prerequisite. Students may not register for the intermediate level without either placing into it by examination or first completing the elementary sequence successfully.

Students who enroll in the elementary or intermediate language sequences are strongly encouraged to take them in consecutive semesters with no time lapse between the courses in that sequence. In the event that a student's course of study should prevent that continuity, one semester is the maximum time lapse allowed for completing the second part of the sequence. A lapse of more than one semester, in most cases, will necessitate repeating the first part of the sequence unless the student can demonstrate competency in the skills required. Native speakers who wish to take French or Spanish for credit may not enroll in any course below the 300-level.

Enrollment in upper-level French courses is contingent upon sufficient enrollment.

101-102 Elementary French (3, 3): A course for those who have had less than two years of high school French or whose proficiency examination score does not permit them to enter the 200 level. Included are the basic principles of French grammar and pronunciation with special emphasis on conversation.
201-202 Intermediate French (3, 3): This course includes a review of grammar, intensive study of irregular verbs, conversation, dictation, and translation from the standard authors. *Prerequisites: French 101-102 (or two years of high school French and placement test) and permission of professor.*
303-304 Advanced Conversation and Composition (3, 3): A detailed study of the fundamentals of French usage, oral and written. Training in correct pronunciation is stressed in conversation based on practical subject matter of everyday life in France and French-speaking countries. *Prerequisites: French 201-202 or equivalent, and permission of professor.*
305, 306 Selected Readings in French Literature (3, 3): Courses for those able to read French literature. Selections of short stories and drama are used, literary interpretations are included. *Prerequisites: French 201-202 or equivalent, and permission of professor.*

481 Directed Study and Research (3): A course that allows students to maintain their proficiency and to continue to explore selected topics in French/Francophone language, literature, civilization, film, or culture. May be repeated as content varies. *Prerequisites: Completion of all 300-level courses and permission of professor.*

GENERAL EDUCATION (GE)

100 Freshman Seminar (2): This course is designed to assist students in making a successful transition to college. The two primary objectives of the course are to teach college study, learning, and survival skills and to explore the relationship between faith and learning. Topics include the value of a Christian education, learning styles, time management, study techniques, note- and test-taking skills, planning for the future, and discovering how faith affects daily life and world view. This course is required of all students entering college as first-time freshmen as well as transfer students with less than 12 hours of academic credit.

210 Prepracticum (1): The purpose of this course is to prepare students for the field education and internship experience. Topics included are field education selection, résumé preparation, application letters and procedures, interviewing skills, professional involvement, and professional development. *Pass/Fail grading.*

251 Academic Studies Abroad (1-6): Selected academic topics—biblical, business, historical, linguistics, literary, mathematics, and science—with emphasis on their relationship to physical and cultural settings. Residence abroad. Normally offered during breaks and summer sessions. *(Offered on demand.)*

341 Field Education (3-6): Supervised field education provides the student with practical on-the-job training in various areas. Field education may be taken more than once. No more than three semester hours may be counted toward degree requirements. *Prerequisite: Permission of department chair.*

421 Leadership Practicum (3): This course allows leadership minors to apply the theories learned during specified leadership courses in an active leadership role. Students may serve in a variety of leadership positions in college-approved organizations (such as SGA, SCA, or FCA), as resident assistants, or as captains of varsity athletic teams. The position is for a minimum of one year. Each student recruits a voluntary advisor within his or her discipline who will serve as counselor and evaluator of the student's leadership performance. Students keep a journal of activities during the term including lessons learned. Each student prepares, with the approval of the advisor, an evaluation form to include a mission statement, objectives and goals, performance

measures, corrective actions, and outcomes. *Prerequisite: Twelve hours of course work in the theoretical and applied leadership minor.*

441 Internship (3-12): Supervised internship provides practical on-the-job learning in various areas of service. Students are placed in an agency selected by the college supervisor who will make at least one on-site visit during the term. Students keep a journal of their activities. No more than six semester hours may be counted towards the degree requirements. *Prerequisites: Twelve hours of 300-level or above course work in the major and permission of department chair.*

451 Council for Christian Colleges and Universities Internships (6-8): In cooperation with the council, students may participate in internships in Washington, D.C. (through American Studies Program), Hollywood (through Los Angeles Film Studies Program), Martha's Vineyard, Massachusetts (through the Contemporary Music Center), or Costa Rica (through Latin American Studies Program). Students will be placed in appropriate studies-related work situations. *Prerequisite: Permission of the assistant academic dean. See "Special Programs" for more information.*

461 Council for Christian Colleges and Universities Seminars (6-8): In cooperation with the council, students examine selected topics relevant to the American Studies Program, Los Angeles Film Studies Program, Contemporary Music Center, or Latin American Studies Program. *Prerequisite: Permission of the assistant academic dean. See "Special Programs" for more information.*

GEOGRAPHY (GG)

313 World Cultural Geography (3): A study of the geographic features, national and international boundaries, geographical basis of economic production, and cultures of the world.

GREEK (GR)

201-202 New Testament Greek (3, 3): Fundamentals of New Testament Greek emphasizing grammar, reading skills, and translation of simple passages. Course not open to freshmen. *(Offered alternate years.)*

301 Introduction to New Testament Exegesis (3): An intensive review of vocabulary, grammar, and syntax which provides an introduction to the principles of exegesis. *Prerequisites: Greek 201-202.*

302 The Epistle to the Ephesians (3): A study of the Greek text of the Epistle to the Ephesians in its historical setting with attention given to doctrines and patterns for Christian living. *Prerequisite: Greek 301.*

481 Directed Studies in Greek (1-3): This course is a directed study with appropriate testing and papers through the semester.

HEBREW (HB)

301 Elementary Old Testament Hebrew (4): A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation skills.
302 Hebrew Exegesis (4): An introduction to the principles of Hebrew Exegesis with a focus on narrative and poetic passages. Texts from the law, prophets, and poetic literature are translated and examined. Textual criticism is also considered. *Prerequisite: Hebrew 301.*

HEALTH (HL)

101 Health (3): Includes functions and structures of the human body; nature of disease and care of the body; local, state, national and international health agencies and services available; and processes and objectives of healthful living.
102 Advanced First Aid (3): This course prepares the student to respond to a variety of urban and back-country medical emergencies. Students who qualify receive certification in American Red Cross Standard First Aid and CPR. *(Offered spring semesters, alternate years.)*

HISTORY (HS)

101, 102 A History of World Civilization I, II (3, 3): A survey course providing a summary of important economic, political, religious, and social forces from the beginning of earliest civilizations. A world perspective is offered, involving the study of non-Western cultures, emerging nations, and contemporary interdependence. One semester of History 201 or 202 may be substituted for one semester of 101 or 102.
171, 172 Advanced World Civilization (3, 3): Courses designed to challenge students of proven ability to greater reading in history and to a deeper understanding of underlying issues in the study of world history. Enrollment by invitation only. Fulfills requirements of History 101 and/or 102. *(Offered on demand.)*
201, 202 United States History I, II (3, 3): A summary of important economic, political, religious, and social forces in the history of the United States from the prerevolutionary period to the present with an emphasis on major events and themes in North Carolina history.
301 Church History (3): A survey of the Christian movement in history, its beliefs, institutions, and worldwide expansion. Special emphasis will be given to historic forms of service and ministry in the world. *Prerequisites: History 101 and 102 (or 171 and 172), Bible and Religion 101, and Bible and Religion 102 or 103, or permission of professor.*

302 History of Political Philosophy (3): A survey of political thought from the Greek city states to the political philosophers of the twentieth century. *Prerequisites: History 101 and 102 (or 171 and 172).*
303 Social and Intellectual History of the United States (3): A study of American life, emphasizing important social and intellectual movements and their effects on American culture. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*
304 United States Constitutional History (3): The evolution of the federal constitution from national supremacy and dual sovereignty, with special emphasis upon the constitutional significance of the post-Civil War amendments, through the federal constitutional development in the fields of business regulation, federal-state relations, civil liberties, and civil rights. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*
305 History of England (3): An introduction to English history from the Roman occupation to the present. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered every third year.)*
306 History of Russia (3): An examination of the political, economic, social, and intellectual development of Russia. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered every third year.)*
308 History of Sub-Saharan Africa (3): A study of the development of the African continent south of the Sahara from the precolonial period through development of African independent states. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered every third year.)*
309 American Church History (3): A chronological examination of the growth, variety, and spread of Christianity in the United States. Special attention is devoted to frontier evangelism, denominational movements, Roman Catholic developments, and modern trends. *Prerequisites: Bible and Religion 101, and Bible and Religion 102 or 103. (Offered alternate years.)*
310 History of Science and Technology (3): An examination and analysis of significant scientific and technological innovations that have had profound impact on the development of civilization. The thesis explored is that technological breakthroughs and the societal "paradigm shifts" which are subsequently engendered are the driving forces which shape society. The course embraces a global perspective and places particular emphasis on cross-cultural developments which have triggered technological and scientific progress. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*
401 American Revolution and Early National Period 1763–1815 (3): A study of the Revolution, Critical Period, new Constitution, new government, rise of Jeffersonian democracy, and second War for Independence. *Prerequisites: History 201 and 202. (Offered alternate years.)*
402 American Nationalism and Sectionalism 1815–1861 (3): A study

of the period of national growth after the War of 1812 and the development of the antebellum sectional issues which evolved into the Civil War. *Prerequisites: History 201 and 202. (Offered alternate years.)*

403 Europe in the Middle Ages (3): The origins and nature of Medieval civilization with emphasis on Roman, German, Byzantine, and Arab influences which worked to create it and subsequent expansion of government, church, business, and city life. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered every third year.)*

404 The Twentieth Century World (3): A course which examines those forces which have influenced our present century, as represented in two world wars, growth of political ideologies, bipolarity and polycentric political and economic tendencies. Decolonization, Third World developments and dilemmas, and present-day economic, social, and political structures are included. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*

405 History of Ancient Greece and Rome (3): A study of ancient civilization including the formation of the Greek people, Athens, Sparta, the Persian and Peloponnesian wars, Philip and Alexander, Hellenic and Hellenistic philosophy, Etruscans, rise of the Roman Republic, Punic Wars, Pax Romana, spread of Christianity, and decline and fall of Rome. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*

406 Renaissance and Reformation (3): A cultural history of Europe from the fourteenth through the seventeenth centuries probing the origins of the modern Western mind. Sympathetic attention will be given to artistic and ethical values; to religious, philosophical, and scientific world views; and to exploration, war, politics, and socioeconomic circumstances. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*

407 The American Civil War (3): An indepth military and political study of America's greatest epic and tragedy, the American Civil War. The course focuses on the period 1850 to 1865. Special reliance will be placed upon the use of primary documents. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*

409 The Second World War (3): A military, political, and social overview of the Second World War with special emphasis placed upon global perspectives. Extensive use will be made of primary documents in a variety of mediums. *Prerequisites: History 101 and 102 (or 171 and 172). (Offered alternate years.)*

480 Independent Study (3): An independent study course in which the student writes a major paper based on extensive research in a special area of interest approved by the department. Up to six hours can be applied toward the degree. *Prerequisites: History 101 and 102 (or 171 and 172).*

490 Historiography and Personal Research Project (3): After a survey of the study of history, the student will engage in a personal research project from a Christian perspective. *Prerequisites: History 101 and 102 (or 171 and 172). (Required of all history majors in the senior year.)*

HUMAN DEVELOPMENT (HD)

300 Child Development (3): A study of the physical, cognitive, and psychosocial development of the child from conception to age 10. Included is an overview of exceptional children, both impaired and gifted. *Prerequisite: Psychology 202.*

301 Adolescent Psychology and Development (3): A survey of the psychological, physical, and sociocultural growth and development of the adolescent in the midst of contemporary culture. Issues such as family relations, peer influence, and schools will be examined. *Prerequisite: Psychology 202.*

305 Young and Middle Adult (3): An overview of the physical, cognitive, social, spiritual, and emotional aspects of the young and middle adult. *Prerequisite: Psychology 202.*

306 The Older Adult (3): Overview of the physical, cognitive, social, spiritual, and emotional needs of the older adult in contemporary society. *Prerequisite: Psychology 202.*

401 Faith Development (3): This course emphasizes how the psychological needs and developmental stages of individuals impact faith development. Particular attention will be given to the psychology of faith and religion and to the influence of home and family on the development of faith. *Prerequisite: Christian Education 201 or permission of professor.*

HUMAN SERVICES (HU)

101 Introduction to Human Services (2): A survey of the many aspects of human services, including history, current events, future trends, theoretical approaches, counseling skills, professional identity, and the world of work.

241 Field Experience (1): A human services major must fulfill the specified requirements of this course twice by the end of the junior year before the internship experience. Field experience consists of hands-on opportunities in various human service-related events or organizations. The student's advisor makes available specific requirements and opportunities as determined by the human services department. *Prerequisite: Acceptance into the human services major.*

341 Field Education (3-6): Supervised field education provides the

student with practical on-the-job training in various areas of human service-related fields. Each field education experience is administered by the field education advisor and the supervising facility. Field education may be taken more than once.

441 Internship (3-12): Supervised internship provides the student with the opportunity to integrate classroom instruction with practical on-the-job learning in various areas of human services related fields. This course is normally taken in the summer. *Prerequisites: General Education 210, 12 hours of course work completed at the 300 level or above in the major, and Math 214. Pass/Fail grading.*

INTERDISCIPLINARY STUDIES (IS)

202 Modern Secular-Christian Worldviews (3): An interdisciplinary course examining the worldviews, trends, and problems of twentieth-century Western humankind. A Christian worldview and secular thought will be contrasted in several areas, including science and modern literature. *Prerequisite: History 101 or 102.*

461 Philosophy of Faith and Learning Seminar (2): A course designed to help students define their personal Christian philosophy of life by integrating faith and learning. Students are challenged to explore their Christian calling and to consider ways in which they can exert Christian influence in the world today. *Prerequisite: Senior standing or permission of professor.*

491 Senior Thesis (3): Students develop an extensive paper under the direction of a faculty member that demonstrates their ability to do senior-level research and writing on a specialized topic in theology, philosophy, or cross-cultural studies. A committee comprised of the course professor, another member of the division, and a member chosen by the student evaluates and grade the thesis.

MATHEMATICS (MT)

101 Introduction to Mathematics (3): A survey of mathematics including a sampling of topics from the history of mathematics, logic, set theory, algebra, geometry, number theory, business math, and others.

142 College Algebra/Trigonometry (4): A course that explores fundamental concepts of algebra and trigonometry. Topics will include properties of real numbers, equations and inequalities, polynomials, algebraic, logarithmic, exponential and trigonometric functions and their graphs. Additional topics will be selected from trigonometric identities, systems of equations, matrices and determinants. *Prerequisite: Grade of "C" or above in high school Algebra II or the equivalent.*

203 Calculus with Analytic Geometry I (4): Differential and integral calculus of the polynomial, logarithmic, and trigonometric functions, including limits and continuity; rules of differentiation and applications, including maxima and minima problems and related rates; and Fundamental Theorem of Calculus with applications including area. The study includes some emphasis on inverse trigonometric, natural logarithm, and exponential functions. *Prerequisite: Math 142 or equivalent.*

204 Calculus with Analytic Geometry II (4): Differential and integral calculus with applications in area, volume, work, arc length, and surfaces of revolution; L'Hôpital's Rule and improper integrals; sequences and series, conics, parametric equations, and polar coordinates. *Prerequisite: Math 203 or equivalent.*

205 Calculus with Analytic Geometry III (4): Differentiation and integration of vector-valued functions; introduction of functions of several variables, partial derivatives with applications of extremes of functions of two variables, multiple integration, vector analysis, and differential equations. *Prerequisite: Math 204 or equivalent.*

214 Elementary Probability and Statistics (3): A noncalculus course that introduces elementary concepts in descriptive statistics, probability, sampling distributions, linear regression, correlation, estimation, and hypothesis testing. Applications from a variety of disciplines including social sciences and business. Analyses of observed data are performed manually, by calculator, and by computer. *(Offered each semester.)*

301 Linear Algebra (3): A computation-directed study of the theory of linear algebra, including matrices, determinants, linear transformations, vector spaces, dimension and bases, and eigenvalues. This course is a bridge for future study of advanced topics in linear algebra, calculus, and differential equations. Applications using linear algebra tools, techniques, and technology. *Prerequisite: Math 204 or equivalent.*

331 Differential Equations (3): Theory and applications of ordinary differential equations using linear equations, undetermined coefficients, variation of parameters, series solutions and Laplace transforms. *Prerequisite: Math 205. (Offered on demand.)*

341 Mathematical Modeling (3): The elementary principles of modeling incorporating mathematical methods, linear programming, graph theory and combinatorics. Mathematical model building procedures and problem-solving techniques are demonstrated using interdisciplinary applications from the natural and social sciences. *Prerequisite: Math 301 or permission of professor.*

351 Foundations of Geometry (3): The study of the development of Euclidean and non-Euclidean geometries with special emphases on axiomatic systems, parallel postulate, distance, inversions, constructions, and similarities. *Prerequisite: Math 204. (Offered alternate years.)*

MUSIC (MS)

100 Seminar in Music Performance (1/2): Required weekly attendance for all music majors enrolled in applied music. An important venue for weekly performances, it includes attendance at local area music productions. Successful completion required each semester of enrollment.
101 Introduction to Music (3): An introduction to materials and properties of music, musical media, and categories of musical literature with a concentration in music of the Baroque, Classical, Romantic, and Modern eras.
103 Beginning Class: Piano (2): Intended for students who have not previously studied piano. In addition to mastering note reading and playing simple pieces, students develop the ability to play chord progressions, harmonize simple melodies, and explore other keyboard capabilities.
104 Beginning Class: Voice (2): Intended for students who have not previously studied voice. Students learn basic concepts of producing good sound including proper breath management, good diction, and developing the full range of voice. Opportunity to sing for and listen to colleagues is an important aspect of this course.
105 Beginning Class: Guitar (2): Intended for students who have not previously studied guitar. Students learn to play notes and chords, read music notation, play simple music from several styles, and do a variety of other guitar-related activities.
113, 114 Music Theory (4, 4): A comprehensive study of musical notation, key signatures, scales, intervals, triads, and seventh chords. Additional emphasis on melodic and harmonic analysis, melodic and harmonic dictation, sightsinging, and four-part harmony. To be taken in fall/spring sequence.
141, 142, 241, 242 Applied Piano (1, 1, 1, 1): Students are accepted at various levels of proficiency, and their ability to play the piano in a musical way is further developed. Piano literature selected is suited to the capacity of the student and consists of art music pieces from the Baroque era to the present. Some popular music of the student's choosing may be included. Some studio class and concert attendance requirements included. Fee.
143, 144, 243, 244 Applied Voice. (1, 1, 1, 1): Emphasis is placed on the use of the voice as a natural instrument. The ultimate goal is an artistic style of singing that includes beautiful tone and dependable technique. As the voice is developed, literature suited to the capacity of the student and drawn from the best works of great masters is studied. Some popular music of the student's choosing may be included. Some studio class and concert attendance requirements included. Fee.

145, 146, 245, 246 Applied Organ (1, 1, 1, 1): The course includes a thorough grounding in registration, means of expression necessary to minimize the highly mechanical nature of the instrument, and pedal technique. The choice of music is determined by the capacity of the student and the instrument being played. Fee. *Prerequisites: Moderate level of piano proficiency and permission of professor.*

147, 148, 247, 248, 347, 348, 447, 448 Applied Music (1, 1, 1, 1, 1, 1, 1, 1): Instrumental. A study of technique and literature open to students of all levels of proficiency. Some studio class and concert attendance requirements included. Fee. *Prerequisite: Permission of department chair.*

151 Concert Choir (1): A choral group of mixed voices open to all students who have a desire to sing. The choir presents a concert each semester and a regional tour during the spring semester, as well as performs at on-campus events such as chapel services and convocations. Three rehearsals each week.

152 Opera Scenes Workshop (1): An ensemble class designed for voice majors. Others accepted by audition. Students perform opera scenes by a variety of composers. Weekly rehearsals throughout most of the semester, daily rehearsals during the week prior to performance, and one or two performances. Students are expected to memorize their parts, some of which may be in foreign languages.

213, 214 Music Theory (4, 4): A continuation of Music 113, 114. Topics include part writing, modulation, transposition, and twentieth-century analytical techniques; advanced melodic and harmonic dictation, sight singing. To be taken in fall/spring sequence. *Prerequisite: Music 113, 114 or permission of professor.*

251 Chamber Choir (1): A choral ensemble that explores challenging repertoire from the Renaissance to the twenty-first century. The choir performs as part of the concert choir programs as well as chapel and church services, madrigal dinners, and other functions. Successful audition required. *Corequisite: Music 151.*

301 Computer Applications in Music (3): An introduction to hardware and software applications for the musician's use. Topics include the use of MIDI for record, playback, sequencing, arranging and preparation of music for publication, composition, and the use of Web and Internet resources for musicians. *Prerequisite: Music 113 or permission of professor.*

302 Worship and Church Music (3): A study of music and worship from biblical times to the present. Students will develop an understanding of current worship practices in relation to historical trends and develop a philosophy of church music. Course includes visits to local churches and the design and implementation of a worship service on campus.

303 Special Topics Seminar (3): Emphasis on topics of interest in either

keyboard or voice disciplines.

305 Survey of Musical Styles I (3): This course is designed to provide a chronological perspective of the development of Western music from the pre-Christian era to 1750, including music of the Middle Ages, Renaissance, and Baroque periods.

306 Survey of Musical Styles II (3): This course is designed to provide a chronological perspective of the development of Western music from 1750 to 1990, including music of the Classical, Romantic, Modern, and post-Modern periods.

311, 312/313, 314 Organ/Piano Literature (2, 2): A chronological study of the principal repertoire for keyboard instruments.

315, 316 Diction for Singers I/II (2, 2): Study of the International Phonetic Alphabet and its application to the pronunciation of English, Italian, Latin, German, and French. Emphasis on application of principles of pronunciation to texts in voice literature.

317 Form and Analysis (3): Topics include formal musical designs such as binary, ternary, sonata, rondo, and variation. Includes listening, analysis, and written assignments.

318 Eighteenth Century Counterpoint (3): Analysis and written assignments in two- and three-voice counterpoint, canon, chorale-based forms, invertible counterpoint, and fugue.

321 Audio Recording Techniques (3): Introduction to the equipment of the recording studio and its use, audio session procedures, and guided experiences in recording. Emphasis on independent recording projects using multi-track recording, sequencing, signal processing, and MIDI technologies.

341, 342, 441, 442 Applied Piano (1-2, 1-2, 1-2, 1-2): A continuation of Music 141, 142 or 241, 242. Advanced playing techniques are studied. Emphasis on pedagogy, interpretation, mechanics of sound production, and physiological aspects of keyboard playing. Literature includes that from the Baroque through the Modern eras. Fee. *Prerequisites: Successful completion of 200-level piano instruction and permission of professor.*

343, 344, 443, 444 Applied Voice (1-2, 1-2, 1-2, 1-2): A continuation of Music 143, 144 or Music 243, 244. Advanced techniques of singing are studied. Emphasis on pedagogical and scientific aspects of the singing art. Literature includes that from classic and Romantic era opera and art song. Fee. *Prerequisites: Successful completion of 200-level voice instruction and permission of professor.*

345, 346, 445, 446 Applied Organ (1-2, 1-2, 1-2, 1-2): A continuation of Music 145, 146 or Music 245, 246. Studies include advanced techniques in registration and pedaling. Emphasis on service playing, and artistic and interpretive aspects of the organ. Literature drawn from Renaissance to Modern repertory. Fee.

401 Choral Conducting I (2): A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon gestural technique and score study to effectively communicate characteristics of style and the performance practice of music from various musical periods.
402 Choral Conducting II (2): A study of advanced choral conducting patterns, techniques and rehearsal procedures. Emphasis is placed upon the formation and projection of the mental-aural image of the score. Students participate in choral rehearsals and may be involved in public performance. *Prerequisite: Music 401.*
411, 412/413, 414 Advanced Organ/Piano Literature (2, 2): A continuation of Music 311, 312, 313, 314. Chronological study of the principal repertoire for keyboard instruments.
415, 416 Voice Literature I/II (2, 2): A comprehensive chronological study of voice literature, from the seventeenth to the twentieth centuries. Songs in English, German, French, and Italian are included.
417 Keyboard Pedagogy (3): A study of psychological and physiological aspects of teaching piano or organ; survey of methods and early literature, business aspects of teaching, and practical experience in teaching a beginning student. Attendance at a workshop may be required.
418 Voice Pedagogy (3): Techniques and principles of teaching voice. Physiology of correct vocal production and available pedagogical literature. Other topics include operational aspects of studio voice teaching, computer software programs to enhance teaching or management, professional associations for voice teachers. *Prerequisite: Two years of voice study.*
451 Internship in Music Business (2): Indepth experience in selected music industry tailored to the ability and needs of individual students. *Prerequisites: Junior standing.*
461 Music Business Seminar (1): This course focuses on the integration of interdisciplinary theoretical and practical knowledge and experience relevant to the multi-faceted music business industry. Class activities include field trips and guest lectures as well as a semester research project that is relevant to some aspect of the music business field. Enrollment required for all upper-division music business majors for a total of four semesters. *(Offered each semester.)*

OUTDOOR EDUCATION (OE)

111 Facilitating Outdoor Education Experiences (3): This course will cover techniques and principles involved in organizing, presenting, and

facilitating outdoor education activities and programs. Students will develop a repertoire of adventure education and environmental education activities and discuss practices and concepts involved in debriefing activities to maximize participants' growth. The course will also include an integration of the disciplines of adventure education and environmental education.

112 History and Philosophy of Outdoor Education (3): An exploration of the development of the profession of outdoor education and discussion of foundational theories and principles involved in practicing the disciplines of adventure education and environmental education.

190 Outdoor Living Skills (4): Provides students with the information and skills necessary to be safe, comfortable, and environmentally sound in an outdoor living environment. Emphasis is placed on skills necessary to provide shelter, water, and food. Foundational principles of route finding, orienteering, self-rescue, injury prevention, minimum impact camping, and expedition organization are also included.

220 Survey of Environmental Education Curricula (3): In this course, students will be trained to use curricula, such as Project WET, Project WILD, Project Learning Tree, EM Power, State Park Environmental Education Learning Experiences, and the Wilderness Box so that they can creatively teach others about content included in each curriculum. These curricula can be used in most outdoor education settings with a variety of age groups. Students who participate in this class progress toward fulfilling the instructional workshop requirement for the North Carolina Environmental Education Certification.

221 High Adrenaline Adventure in Theory and Practice (2): This course will explore the possibility of using certain types of high adrenaline experiences as a means for facilitating personal growth. Topics explored in the course include: type-t personalities, real and perceived risk, the thrill gene, and adventure therapy. Theoretical perspectives will be framed through actual experiences, which will include activities such as skydiving, bungee jumping, hang gliding, bungee launching, and parasailing. Fee.

280 Discovery Wilderness Practicum (2): A 20-day wilderness expedition which may include backpacking, rockclimbing, whitewater canoeing, camping, route-finding, a solo experience, and a 14-mile run. Through these experiences, students are encouraged to work together, develop an attitude of service, and gain an appreciation for the natural environment. Emphasis is placed on spiritual growth and Christian fellowship. Fee.

304 Philosophy of Outdoor Leadership (3): A course designed to explore leadership techniques in outdoor adventure programs and to investigate philosophical foundations on which they are built. Emphasis

is on building a personal philosophy of outdoor leadership with opportunities to implement this philosophy.

305 Environmental Policy and Law (3): A course designed to acquaint students with the history of natural resource management, agencies which manage public lands, and laws created to protect natural resources. Students will also explore policies of the United States government, and current agencies and laws which govern use or abuse of the environment.

306 Leadership and Group Dynamics (3): In this course students study group behavior and leadership as viewed through experiential group processes, individual interaction, and theory. The course content includes the study of group dynamics, effectiveness of different leadership techniques, and activities which are most appropriate for an effective and fun group. Particular emphasis is placed on utilizing groups as a means of building up the body of Christ.

310 Environmental Interpretation (3): This course is about people and communication in nature-based outdoor settings with an emphasis on the theoretical underpinnings and application of communication methods appropriate for natural resource settings and topics. The need for these communication methods is based on the premise that stewardship of public and private lands is easier and more effective when managers work with an informed public. Therefore this course also emphasizes techniques of communicating technical information to lay publics in an informal, relaxed atmosphere.

311 Outdoor Programming and Leadership: Kayaking (4): A course offering instruction in leading whitewater kayaking programs. Emphasis is on instruction techniques, programming considerations, skill development, and professional leadership. Students gain teaching and leadership experience. *Prerequisites: Physical Education 240, or permission of professor, and Outdoor Education 190.*

312 Outdoor Programming and Leadership: Expedition Management (4): A wilderness leadership course which offers advanced instruction in backpacking leadership skills such as judgment and decision-making, group management in a multi-day setting, land navigation, search and rescue, and risk-safety management. Emphasis is on professional leadership development. *Prerequisite:Outdoor Education 190.*

313 Outdoor Programming and Leadership: Rock Climbing (4): A course offering instruction in leading rock climbing programs. Emphasis is on instruction techniques, programming considerations, skill development, and professional leadership. Students gain teaching and leadership experience. *Prerequisite: Outdoor Education 190.*

314 Outdoor Programming and Leadership: Canoeing (4): A course offering instruction in leading whitewater canoeing programs. Empha-

sis is on instruction techniques, programming considerations, skill development, and professional leadership. Students gain teaching and leadership experience. *Prerequisite: Outdoor Education 190.*

340 Teaching Methods and Curriculum Development in Outdoor Education (3): This course focuses on the development of curricula which integrates adventure education and environmental education from a Christian perspective. Students develop a philosophy of teaching and have opportunities to observe teachers and practice teaching techniques in local school and programs.

400 Outdoor Education Practicum (3): This course provides an opportunity for a guided teaching experience in an elected area of outdoor education and requires: (1) The student must be a candidate for the outdoor education degree; (2) the practicum experience must be approved by the outdoor education faculty supervisor; and (3) the experience must be evaluated by the student, job supervisor, and faculty supervisor. *Prerequisite: Outdoor Education 340.*

404 Administration and Management of Outdoor Education (3): A study of administrative procedures for a broad scope of outdoor education programs. Topics will include personnel and facility management, boards and committees, developing a budget, computer applications, public relations, conflict management, insurance, recordkeeping, and risk management. *Prerequisite: Communication 312.*

415 Wilderness Journey (2-4): Students participate in a trip to a natural area of the United States where they are involved in integrated experiences involving adventure and environmental education. Fee.

441 Internship (3): Designed to serve as a culminating field experience for students majoring in outdoor education, this experience provides broad-based exposure to all operational facets of an outdoor education program. The intent is to provide each student with a full-time placement in their area of concentration. *Should be taken after junior year.*

460 Special Topics in Outdoor Education (1-6): A course to study and explore topics in the field of outdoor education which are not covered extensively in the normal curriculum. Up to six hours can be applied toward the degree. Topics will vary according to the interests of the students and the faculty.

462 Current Issues in Outdoor Education (3): A course of study designed for graduating seniors preparing to enter the field of outdoor education. Students will be required to read a wide variety of literature and research, and will discuss pertinent issues in the field of outdoor education. *Prerequisites: Communication 312 and senior standing in major.*

480 Independent Study (1-3): For the advanced student in outdoor education desiring work on topics of special interest in the major. Subject to faculty availability as well as the student's qualifications.

490 Senior Seminar in Outdoor Education (1): Designed to prepare outdoor education majors to make the transition to professionals in the field, this course includes job search and interview skills and will assist students in gaining a deeper understanding of God's calling and in bringing closure to the student's academic career. Students will complete a résumé, portfolio, and a comprehensive assessment and exit interview. Required of all majors in their final semester. *Prerequisite: Senior standing in major.*

PHILOSOPHY (PH)

201 Introduction to Philosophy (3): An introduction to the major problems and systems of philosophy. This course familiarizes the student with some of the systems of philosophy which have appeared over the centuries and with some of the contemporary systems.
301 Ethics (3): Ethical theories in philosophy and religion, historic ethical presuppositions underlying the development of capitalism and the emergence of a contemporary set of competing values, and current ethical cases highlighting value choices and resulting consequences will be examined. *(Offered alternate years.)*

PHYSICAL EDUCATION (PE)

Activity courses that fulfill the physical education requirement in the general education core are those that are 100 and 200-level. Exemptions from activity courses will be considered by the department on a case-by-case basis.

101 Beginning Jogging (1): An activity course designed for the student to learn about the aerobic aspects of jogging and to develop a personal program of continuous jogging for 30 minutes, three times per week.
102 Fly Fishing (1): An introduction to fly fishing, its history, equipment selection and maintenance, casting techniques, aquatic entomology, and stream ecology.
111 Introduction to Principles and Philosophy of Physical Education (3): This course is designed to provide the potential physical education professional with a knowledge of the foundations, principles, and philosophies of physical education from ancient history to the present.
140 Beginning Weight Training (1): This course is an introduction to weight training with emphasis on principles and techniques. Students develop an individualized weight training program. Related health and safety factors are also considered.
142 Aerobic Dance (1): This course emphasizes movement to music as

an enjoyable means of strengthening muscles, improving flexibility, and developing overall physical fitness.

143 Team Sports I (Soccer and Volleyball) (1): Eight weeks of soccer and eight weeks of volleyball. Instruction in rules, skills, and strategy. Emphasizes physical fitness.

144 Team Sports II (Basketball and Softball) (1): Eight weeks of basketball and eight weeks of softball. Instruction in rules, skills, and strategy. Emphasizes physical fitness.

145 Physical Fitness (1): This course includes knowledge of cardiovascular endurance, maximal heart rate, and how to work out an individual program to achieve fitness.

146 Racquet Sports (1): Eight weeks of badminton and eight weeks of tennis. Instruction in basics, such as grip, footwork, strokes, rules, strategy, and tournament play.

201 Concepts of Fitness (2): Areas such as cardiovascular endurance, physical fitness, wellness, stress, rest, diet, lifetime sports, and the values of wholesome activities are covered. Each student completes a personal analysis of his/her own fitness based upon testing.

210 Backpacking and Orienteering (1): This course provides an introduction to backpacking. The content will focus on backpacking and camping skills such as firebuilding, map and compass, and how to purchase and use camping gear. At least one overnight trip is included.

220 Rockclimbing (1): Designed for the beginning and intermediate climber, students will learn knots, basic climbing skills, and safety.

221 Advanced Rockclimbing (1): This course is designed for the intermediate and advanced climber. Students will learn technical rope techniques, a variety of options for top-rope setup, proper placement of rock protection, and the basics of lead climbing. *Prerequisite: Physical Education 220 or permission of professor. (Offered spring semesters, alternate years.)*

230 Canoeing (1): Emphasis on tandem paddling skills, lake and whitewater canoeing, and water safety and rescue. *Prerequisite: Swimming ability.*

231 Advanced Canoeing (1): Designed for the novice solo canoeist or intermediate tandem canoeist seeking to move into solo canoeing, the emphasis of the course is on proper solo technique for use in a whitewater setting. Rolling and C-1 techniques will be also be introduced. *Prerequisites: Physical Education 230, Ontdoor Education 314, or permission of professor, and swimming ability.*

240 Kayaking (1): This course is designed for the beginning and intermediate kayaker. The emphasis will be placed on the Eskimo roll, basic paddling skills, lake and whitewater kayaking, water safety, and rescue. *Prerequisite: Swimming ability.*

241 Advanced Kayaking (1): This course is designed for the intermediate and advanced kayaker. Students will learn a variety of rescue procedures, how to read the river and recognize potential hazards, hole extractions, surfing and ender techniques. *Prerequisites: Physical Education 240, or permission of professor, and swimming ability.*

250 Lifeguard Training (1): This course covers basic water safety, including swimming strokes, rescues, and escapes. Lifeguard qualifications, pool management and safety will also be studied. Red Cross certification will be awarded to those students who meet the requirements. *Prerequisite: Swimming ability.*

260 Winter Outdoor Education (1): This course, taught in the winter months of the spring semester , has varying content, depending on the weather. Emphasis on how to live comfortably outside in cold environments and winter ecology. Content may include cross-country skiing, winter backpacking, and snow cave building. At least one overnight trip is included.

270 Downhill Skiing (1): Designed for the beginning and intermediate skier, this course includes two lecture classes and five ski trips to a local slope. Students receive one hour of instruction and three hours of ski time during each trip. Fee. *No refund after first class.*

280 Discovery Wilderness Practicum (1): A 20-day wilderness expedition which may include backpacking, rock climbing, whitewater canoeing, camping, route-finding, a solo experience, and/or a 14-mile run. Through these experiences, students are encouraged to work together with an attitude of service, and gain an appreciation for the natural environment. Emphasis on spiritual growth and Christian fellowship.

301 Team Sports Officiating (2): A course designed to teach students the techniques and standards of officiating with emphasis on knowing the rules of various team sports. Course can help lead to certification.

302 Methods and Materials of Coaching (2): A course designed to introduce students to the rudiments of coaching. Emphasis on administrative and routine tasks plus the techniques and materials used in recruiting and coaching. *(Offered fall semesters, even-numbered years.)*

303 Physical Education Prepracticum (1): A course designed to prepare students for actual teaching and coaching with attention to professional standards, expectations, ethics, values, and performance.

305 Introduction to Athletic Training (3): The primary objective of the course is to introduce physically active people to the basic concepts of sports injury prevention, recognition, care, and rehabilitation. Course is an essential component for those entering coaching, physical education, or the field of sports medicine. *Prerequisite: Health 101.*

341 Field Education (3-6): Supervised field education provides practical on-the-job training in various areas of human service-related fields.

Each experience is administered by the college placement office, field education advisor, and supervising facility. Up to three hours may be counted toward degree requirements. Areas may include, but are not limited to, campus work, child care administration, child volunteer organization work, cross-cultural service, church work, interdenominational child or youth service, recreation, and camping work. *Prerequisite: General Education 210.*

424 Facility Planning for Physical Education Recreation and Athletics (3): This course is designed to assist the sport management student in acquiring the necessary knowledge and skills needed to manage a sport facility and to plan a complete sporting event. *(Offered spring semesters, even-numbered years.)*

PHYSICS (PC)

131, 132 College Physics (4, 4): A series of lecture-demonstration periods in which algebra and trigonometry are used in mathematical analysis. Topics covered in 131 may include classical mechanics, thermodynamics, oscillations and waves. Electricity and magnetism, fluids, optics, and nuclear physics may be included in 132. The lab complements the lecture material. Three hours of lecture and two hours of lab per week. *Prerequisite: Grade of "C" or above in high school Algebra II and Trigonometry (or the equivalent) or Math 142.*

POLITICAL SCIENCE (PL)

201 United States Government (3): This course offers a study of national, state (including North Carolina), and local governments. Special emphasis is placed on the American democratic process so that students may intelligently participate in civic affairs.

202 Current Political Systems (3): The principal current political ideologies—democracy, socialism, communism, and fascism—are analyzed in theory and practice.

PSYCHOLOGY (PY)

202 General Psychology (3): A basic survey of the principles of the science of human behavior and their applications to life situations.

251 Special Studies in Psychology (3): An elective course in psychology among several selected courses which may vary from semester to semester, such as psychology of adult development, social psychology, and adolescent psychology. This course, when different areas are studied, may be taken for credit more than once. *Prerequisite: Psychology 202 or permission of professor.*

314 Personality (3): Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to both the environmental and biological determinants of personality. *Prerequisite: Psychology 202.*
315 Abnormal Psychology (3): A survey of the current categories of abnormal behavior emphasizing symptoms, major theories of causality, and current treatment methods. *Prerequisite: Psychology 202.*
412 Theories and Principles of Counseling (3): An examination of several of the major theories of counseling in working with individuals, families, and small groups. Included are principles and techniques utilized in assessment, crisis intervention, contracts, and development of the therapeutic relationship. A skills component is also included. *Prerequisites: Math 214 and Psychology 202.*
414 Marriage and Family Therapy (3): A survey of the major sociological and therapeutic models applied to the understanding of healthy and dysfunctional family systems. Family systems theory is given central consideration. *Prerequisites: Math 214, Psychology 202, and Sociology 205.*
481 Directed Study and Research (3): For majors in human services desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of 15 contact hours with the student during the semester. A research paper is required in the course, which may be taken only once. *Prerequisites: Junior standing, completion of 12 hours of course work at the 300-level or above, and permission from the major professor and department chair.*

SOCIOLOGY (SC)

204 Introduction to Sociology (3): This course deals with the general nature and principles of sociology. Special attention is given to the ecological, cultural, and psycho-social forces; and to outstanding social groups; to changing personality under the influences that play upon it through group processes.
205 Marriage and Family (3): A study of relationships with the opposite sex from first meeting through marriage, having and rearing a family, and divorce and remarriage. Current American norms and Christian principles for marriage and family life are examined.
206 Social Problems (3): An analysis of the major social problems of contemporary society resulting from technological and social change, population pressure and resources, urbanization, poverty, minority groups with special reference to the black conflicts regarding social values and goals, and social disorganization as related to the family, economic, religious and other institutional relationships. *Prerequisite: Sociology 204 or permission of professor.*

251 Special Studies in Sociology (3): An elective course in sociology among several selected courses which may vary from semester to semester, such as an introduction to criminology and juvenile delinquency. This course, when different areas are studied, may be taken for credit more than once. *Prerequisite: Sociology 204 or permission of professor.*
311 Social Welfare and Social Services (3): This course is a survey of the history and philosophy of social welfare and the values and practice of social services as a profession. *Prerequisite: Sociology 204.*
415 Human Sexuality (3): A study of the historical, physiological, interpersonal, spiritual and health aspects of human sexual behavior within a Christian framework. Consideration is given to contemporary social issues including harassment, abuse, rape, homosexuality, and commercial sex. *Prerequisites: Sociology 205 and junior or senior standing in the major.*
481 Directed Study and Research (3): For majors in human services desiring work on topics of special interest in the major field. The major professor will supervise the study and have a minimum of 15 contact hours with the student during the semester. A research paper will be required in the course which may be taken only once. *Prerequisite: Open to juniors who have completed 12 hours of course work at the 300 level or above and have permission from the major professor and department chair.*

SPANISH (SP)

Students with two or more years of high school Spanish must take a placement exam in order to enroll in a language course for credit. Language courses must be taken in sequence since, with the exception of the first course in the sequence, each language course has a prerequisite. Students may not register for the intermediate level without either placing into it by examination or first completing the elementary sequence successfully.

Students who enroll in the elementary or intermediate language sequences are strongly encouraged to take them in consecutive semesters with no time lapse between the courses in that sequence. In the event that a student's course of study should prevent that continuity, one semester is the maximum time lapse allowed for completing the second part of the sequence. A lapse of more than one semester, in most cases, will necessitate repeating the first part of the sequence unless the student can demonstrate competency in the skills required. Native speakers who wish to take French or Spanish for credit may not enroll in any course below the 300-level.

101-102 Elementary Spanish (3, 3): For those who have completed less than two years of high school Spanish or whose proficiency exam does not permit entry at the 200 level. Emphasis upon fundamentals of grammar, vocabulary, composition, pronunciation, and conversation.
201-202 Intermediate Spanish (3, 3): An intermediate course to develop reading and composition skills and provide practice in translation of selected readings and oral facility in the Spanish language. *Prerequisites: Spanish 101-102, or placement test, or permission of professor.*
303, 304 Advanced Conversation and Composition (3, 3): A detailed study of the fundamentals of Spanish usage, oral and written. Training in correct pronunciation is stressed in conversation based on practical subject matter of everyday life in Spain and Spanish-speaking countries. *Prerequisites: Spanish 201-202 or equivalent. (Offered on demand.)*
305 Selected Readings in Spanish Literature (3): Class and readings will be in Spanish using literature from Spain. *Prerequisites: Spanish 201-202 or equivalent. (Offered alternate years with Spanish 303 and 304.)*
306 Selected Readings in Latin American Literature (3): Class and readings will be in Spanish using literature from Latin America. *Prerequisites: Spanish 201-202 or equivalent. (Offered alternate years with Spanish 303 and 304.)*
481 Directed Study and Research (3): This course allows students to maintain their proficiency and to continue to explore selected topics in Spanish/Hispanic language, literature, civilization, film, or culture. May be repeated as content varies. *Prerequisites: Completion of all 300-level courses and permission of professor.*

SPORT MANAGEMENT (SM)

210 Principles of Sport Management (3): An introduction to the sport management industry including event organization, administration, contracting services, and other related functions. Emphasis is placed on written and communication skills for acquiring entry-level positions in sport management. *Pre- or corequisite: Bnsiness 209 or permission of professor. (Offered fall semesters, odd-nnmbered years.)*
337 Seminar in Sport Marketing (3): A course designed to examine the unique requirements of planning, designing, developing sponsorship packages, obtaining sponsors, and promoting a sport product or event. Over the course of the semester, students develop and present a plan for production of a sport event. *Pre- or coreqnisites: Business 230 and Sport Management 210. (Offered spring semesters, odd-numbered years.)*

SPECIAL PROGRAMS

AN ADVENTURE OF THE AMERICAN MIND

An Adventure of the American Mind (AAM) is a project designed to train in-service teachers to access, use, and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress. Website: aam.montreat.edu.

CHRISTIAN ENVIRONMENTAL STUDIES CENTER (CESC)

The Christian Environmental Studies Center (CESC) seeks to provide an information exchange between scientists and the Christian community, launching collaborative efforts that integrate Christian environmental organizations. These collaborative efforts may involve conference activities, course/workshop development, information services, curriculum development, and communication between organizations within the communities. Montreat College, uniquely placed among numerous Christian conference centers, additionally strives to prompt the integration of these services with collaborative efforts of the Scientific Environmental Christian Community. Montreat College seeks to host and/or formulate these collaborative efforts within the southeast and across the nation.

DISCOVERY

Montreat College offers a unique 20-day wilderness experience called Discovery. Backpacking, whitewater canoeing, rockclimbing, route-finding, mountain biking, and a solo experience are all part of the program. Traveling in small groups of 8-12, students will experience the beauty and challenge of Pisgah National Forest and Linville Gorge Wilderness Area, pristine mountain environments located within an hour's drive of Montreat. While developing camping skills and learning to navigate cross-country, qualities of teamwork and servanthood will be developed. Participants may also discover new insights in their relationship with God and others as they study the Bible and seek to apply its message on a daily basis. More than just a camping trip, Discovery offers an opportunity for spiritual growth, reliance on others,

and gaining a new appreciation for God's creation. The course is offered during the summer session (usually during the month of May—see course description for Outdoor Education or Physical Education 280).

McCALL

Montreat College's Center for Adult Lifelong Learning (McCALL) is a community-directed effort to promote noncredit educational experiences on campus. Members of McCALL determine fees, curriculum, and course leaders. Course offerings occur during the college's academic semesters, and classes meet in available classrooms. In addition to educational opportunities, McCALL provides for members social activities, including teas, lecture series, and other cultural events. Lifelong learning, regardless of the format, is the central focus of the McCALL program.

TRAVEL SEMINARS

As an academic community, Montreat College seeks to provide students with a total educational experience which is international in scope and multicultural in perspective. In this regard, travels both at home and abroad, for credit and noncredit, are made available. Tours of a historical, biblical, and general interest nature are offered during semester breaks and the summer. These travel seminars are led by experienced faculty members and professional tour guides. Travel experiences are arranged in conjunction with the Office of Academic Affairs.

YOUNG LIFE

Over the past decade, an exciting relationship with Young Life has developed at Montreat College which allows students to be involved with Young Life at a number of levels. Young Life staff help design and teach academic classes within the Biblical, Religious, and Interdisciplinary Studies department that deal specifically with Young Life's philosophy of ministry and preparation for leadership. Young Life staff also provide close training for Montreat students committed to leadership at the Young Life club at the local Owen High School in Black Mountain.

OPPORTUNITIES IN THE COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

Because Montreat College is a member of a council of more than 95 private liberal arts Christian colleges and universities, a number of off-campus learning opportunities exist. For further information, contact the assistant academic dean at Montreat College; the Council for Christian Colleges and Universities, 329 Eighth Street NE, Washington, D.C. 20002. Phone: 202-546-8713. Fax: 202-546-8913; or consult the CCCU website www.bestsemester.com.

1. Participation in the off-campus studies programs requires the permission of the assistant academic dean.
2. Students are encouraged to participate prior to their last semester, and the program is typically limited to juniors and seniors who show serious Christian commitment and a strong academic record.
3. Students will be assisted by the college's Financial Aid Office in program costs, however, no Montreat College funds will be awarded in excess of the ordinary college semester residential cost. Students will not be eligible for college work-study or any aid which ordinarily requires on-campus participation and effort.
4. Students will pay the college, which in turn will be billed by the Council for Christian Colleges and Universities. The college is responsible for ensuring payment of fees, with the exception of the $100 application fee, which is paid directly to the Council by the student. The college will charge a $100 administrative fee in addition to the CCCU charges.
5. All academic credit will be issued from Montreat College. Whether credit may be applied toward a major will be a decision made by the academic department of the major. Students will be considered enrolled at the college at an extension campus.
6. Students will act at all times as representatives of Montreat College and will comply with the behavioral code of the program.

AMERICAN STUDIES PROGRAM (ASP)

Founded in 1976, the American Studies Program has served hundreds of students from Council member institutions as a "Washington, D.C., campus." ASP uses Washington as a stimulating educational laboratory where students gain hands-on experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. Internships are

tailored to fit talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience via on-the-job learning that helps students build for their future and gain perspective on God's call for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

CHINA STUDIES PROGRAM (CSP)

The China Studies Program allows students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, opportunities will be given to assist Chinese students in learning English or working in an orphanage, allowing for one-on-one interaction. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai, and Xi'an. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

CONTEMPORARY MUSIC CENTER (CMC)

The Contemporary Music Center is based in Martha's Vineyard, Massachusetts, and offers students the opportunity to spend a semester studying, living, and working with faculty, music industry experts, and other students who share an interest in making and marketing contemporary music. The program is designed especially for students considering a career as a musician, songwriter, producer, engineer, artist manager, booking agent, A&R director, marketing executive, music publisher, concert promoter, or entertainment industry entrepreneur. In addition to core courses investigating the music industry and the intersection of faith and culture, students can choose between the artist track or the music executive track. Students who elect to take the artist track will use their time outside of the formal classroom setting to create a portfolio of original songs, make demo recordings, and develop a compelling live concert presentation. Executive track students will work with the artists in career direction and management; recording contract

negotiations; planning, budgeting, and producing artist demo sessions; and creating and executing a record marketing and sales plan. All students will participate in an intensive 10-day practicum in Nashville, Tennessee. Students electing either track will earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM (LASP)

Students of Council member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to as wide a range of Latin American experiences as possible through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American countries. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring semesters); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in the fall semester); and Tropical Sciences (offered only in the spring semester). Students in all concentrations earn 16 semester hours of credit.

LOS ANGELES FILM STUDIES CENTER (LAFSC)

The Los Angeles Film Studies Center is designed to train students of Council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

MIDDLE EAST STUDIES PROGRAM (MESP)

The Middle East Studies Program, based in Cairo, Egypt, allows Council

students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. The MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

OXFORD HONOURS PROGRAMME (OHP)

Honors and other highly qualified students of Council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. In addition, students participate in a seminar and an integrative course through which they produce a scholarly project. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

OXFORD SUMMER PROGRAMME

The summer equivalent of the Oxford Honours Programme allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics, and religion of early modern Europe in a choice of lectures, seminars, and field trips. Students earn six-nine semester hours of credit, which are administered directly to member institutions by CMRS.

RUSSIAN STUDIES PROGRAM (RSP)

RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St.

Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled *History and Sociology of Religion in Russia; Russian Peoples; Cultures and Literature; and Russia in Transition*; students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those opting for four hours of Russian, a seminar course entitled *International Relations and Business in Russia* is available. The RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nihni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the west." Students generally earn 16 semester hours of credit.

SUMMER INSTITUTE OF JOURNALISM (SIJ)

The Summer Institute of Journalism (SIJ) is an intense introduction to news writing for print media and preparation for future work in the profession. Fifteen selected students travel to Washington, D.C. for this month-long program (mid-May to mid-June) focused on practical daily instruction in the craft of writing news coupled with "real-world" news gathering and news writing assignments. The program is designed to complement the journalism education offered at Christian colleges and expose students to the difficulties and rewards of the profession. Participants are challenged to grow by working in tandem with a newspaper from their home region, by engaging professional journalisms in daily seminars, through meetings with media personnel, hands-on news gathering projects, and experiencing the Washington, D.C. news beat personally. Journalists representing various national media outlets, including the Washington Post, PBS Religion and Ethics News Weekly, USA Today, and many other contribute extensively to the program. One of the special aspects of this program is that, in effect, it is a gift to invited students. Nearly all of the SIJ budget is funded by a generous grant which covers student tuition costs, airfare to and from Washington, books, room, most meals, and program supplies. Students pay a registration fee of $350 upon acceptance to the program.

ADDITIONAL OFF-CAMPUS STUDY OPPORTUNITIES

NETHERLANDIC STUDY PROGRAM IN CONTEMPORARY EUROPE

This program provides the opportunity to live in Amsterdam, one of the centers of the Western European community. Students receive 16 credits from courses in language, literature, the arts, history, and politics. Options also exist for individualized study in other disciplines. Website: www.dordt.edu/academics/programs/off-campus/nspice.

NORTHERN IRELAND PROGRAM

This 15-week residential program in Northern Ireland enables students to experience a faith-based approach to exploring the complexities of the troubles in Northern Ireland so that they may understand peace and conflict resolution in their own and other societies. Through a partnership with Bluffton College, students take classes for credit at Magee College of the University of Ulster in Londonderry studying issues of peace and conflict, Irish literature and history, politics and government, and international conflict resolution. Students are housed with local families and have opportunities to meet local community leaders, church groups, constitutional political parties, and community youth workers. A number of field trips as well as some weekend retreats enable students to further experience Northern Ireland outside of the classroom, and five-week internships arranged with local organizations (such as Oakgrove Integrated Primary School, the Foyle Women's Center for victims of domestic abuse, and the Holywell Trust) give students further opportunity to learn and serve. The semester abroad is conducted during the fall; students need apply before October 30 of the previous fall in order to be eligible. Students may earn up to 17 semester hours of credit. Website: www.bluffton.edu/xcultural/nireland.

WORLD JOURNALISM INSTITUTE

Students interested in journalism are invited to participate in the World Institute of Journalism located in nearby Asheville, North Carolina. The institute blends classroom experience with hands-on work in reporting and is an excellent opportunity to work with leading journalists who share a strong Christian commitment. Classroom instruction in journal-

ism skills and issues in the profession, special lectures in selected journalism topics, and reporting assignments in a range of areas (sporting events, cultural issues, and social issues) are all part of the institute's curriculum. Students have the option of taking an eight-week course or a six-month course (with parts of these spent on the student's home campus); these are run in May and June, with the off-campus component of the six-month course as Fellow of the Institute to serve in a paid internship at a mainstream daily newspaper of their choosing. Students earn three to nine semester hours of credit, with the possibility of additional credit if they participate in the internship. Website: www.worldji.com.

THE SCHOLARS' SEMESTER AT WYCLIFFE HALL, OXFORD UNIVERSITY

The Scholars' Semester takes students to Oxford, England, the academic home of such notables as John Wycliffe, Erasmus, John Donne, John and Charles Wesley, C. S. Lewis, and J. R. R. Tolkein. The program centers on a CCCU-organized lecture series examining "Christianity and the Development of Western Culture." Students join together in small seminars to discuss and debate critical and timely issues. In addition, they enroll in tutorials—the unique learning system of Oxford University, with sessions led by Oxford scholars. *The Scholar's Semester* is a unique opportunity for students interested in theology and biblical studies to devote themselves to scholarship and learning. Participants have full admission rights to the renowned Bodleian Library as well as all faculty libraries of the university, allowing them access to over six million volumes collected over the centuries. They gain access to all university lectures conducted by leading scholars from around the world. The CCCU's partnership with Wycliffe Hall, Oxford provides special benefits to students. Wycliffe Hall is one of the nearly forty colleges and permanent private halls which comprise the University of Oxford. Participants are granted visiting student status and are fully matriculated members of Oxford University. As members of the university, students are able to join collegiate athletic team; be a part of drama, music, or fencing clubs; participate in the Junior Common Room; attend university lectures; and take in debates at the world-famous Oxford Union. Students live in an environment emphasizing integrity and community. Pastoral care and student development are overseen by experienced CCCU staff. Students in this program can earn up to 16 semester hours of credit. This program is for upper class students with a grade point average of 3.5 or higher.

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2003-2004 ALUMNI ASSOCIATION OFFICERS

President ..... Joseph Y. Morrison '71; Noblesville, IN
First Vice President ..... Jane W. Wise '64; Richmond, VA
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Secretary ..... Jill B. Sarver '71; Virginia Beach, VA
Faculty Representative ..... William Cain; Black Mountain, NC
Alumni Director ..... Robert W. Graham '93; Black Mountain, NC
Members-at-Large ..... Catherine A. Elmore '41; Coloniel Heights, VA
James J. Robinson '52; Asheville, NC
Hilda F. Booth '63; Columbia, SC
James A. Montgomery '80; Memphis, TN
Mark L. Bolick '94; Black Mountain, NC

ADMINISTRATION AND FACULTY

2003-2004 ADMINISTRATIVE OFFICERS AND CABINET

Interim President ..... Don W. King, B.A., M.A., Ph.D.
Vice President
and Dean of Academics... Beth M. Doriani, B.A., M.A., Ph.D.
Vice President for Finance and
Information Technology .. Dirk E. Wilmoth, B.A., M.P.A., M.S., Ph.D.
Dean of Students ..... Charles A, Lance, B.S., M.Ed.
Dean of Admissions and Financial Aid .... Lisa H. Lankford, B.S., M.B.A.
Chaplain ..... William V. Cain, B.S., M.Div., D.Min.

ADMINISTRATIVE AND SUPPORT STAFF

Scott Adams ..... Director of Safety and Security
Desmond Armstrong ..... Soccer Coach
Janice Banks .. Placement Coord./Education; Admin. Asst. to the Faculty
Brian Bartlett ..... Network Technician/Library of Congress Project
Jonathan Bennett ..... Men's Associate Basketball Head Coach
Pam Betker ..... Registrar
Keith Blankenship Asst. Coord./Records & Registration/SPAS Asheville
Keri Boer ..... Veterans Representative
Connie Bouldin ..... Health Service Nurse
Sandi Chamberlain ..... Student Accounts Receivable
Darin Chaplain ..... Baseball Coach
Erik Chuprevich . Asst Coord./Records & Registration/SPAS Charlotte
Mae Clements ..... Administrative Assistant/Business Office
Mindy Clinard ..... Director of College Communications
Tajhia Corl ..... Division Accountant/SPAS
Anita Darby ..... Director of Admissions
Ephraim Dean ..... Software Specialist
Priscilla Dreisbach ..... Coord. of Operations & Faculty Affairs/SPAS
Phoebe Duncan ..... Advancement Records
Barbara Dunn ..... Program Representative/SPAS Charlotte
Alan Edwards ..... Facilities Engineer
Sharon Fleet ..... Clerical & Administrative Support/SPAS
Monty Fountain ..... Coordinator of Information Services/SPAS

Wendy Fusco ..... Educational Tech. Advisor/Library of Congress Project
C. Duane Gardner ..... Director of Institutional Research
Bob Graham ..... Advancement Associate for Alumni Affairs
Charlotte Germann ..... Admissions Counselor
Joseph Hagan ..... Sports Information/Women's Basketball Coach
Kelly Hamlin ..... Assistant to the Registrar/SPAS
Kathy Haney ..... Marketing Support/SPAS Asheville
Laura Hankins ..... Director of Asheville Campus/SPAS Asheville
Gary Harris ..... Director of Enrollment/SPAS
Linda Harrison ..... Housekeeping Supervisor
Paul Hawkinson ..... Campus Technology Assistant
Dan Hensley ..... Maintenance Supervisor
Joey Higgins ..... Associate Director/Admissions
Jim Higley ..... Tennis Coach
Lynn Holman ..... Library Services Manager
Betty Sue James ..... Director of the Writing Center
Kristie Jones ..... Assistant to the Registrar
Barbara Keepers ..... Marketing Support/SPAS Charlotte
Cindy Kirkland ..... Financial Aid Counselor
Betty Lachowski ..... Administrative Assistant/Academic Dean
Rachael Lee ..... Switchboard Operator
Roderick Lorenzen .... Coordinator of Charlotte Campus/SPAS Charlotte
Martha Martin ..... Library Circulation Assistant
Carol McMahan ..... Academic Support Coordinator
Kim McMurtry ..... Web Manager/Staff Writer
Tom McMurtry ..... Director of Campus-Wide Technology
Alex Miller ..... Director of College Advancement
Glenda Morrow ..... Coordinator of Financial Aid
Anita Nanney ..... Assistant Business Manager
Mark Neil ..... Director of Auxiliary Services
Kim Norton ..... Financial Aid Secretary
Wanda Olson ..... Director of Financial Aid
Sandra Owen ..... Administrative Assistant/Student Services
Anne Ownbey ..... Administrative Assistant/President
Tom Oxenreider . Assistant Dean/Residence Life & Career Development
Cassandra Pavone ..... Counselor
Margot Payne .... Coordinator of Records & Registration/SPAS Asheville
Teresa Price ..... Director of Conference Relations
Lauren Rayment ..... Coordinator of PLUS Program/SPAS
Tony Robinson ..... Admissions Counselor
William Robinson ..... Athletic Director/Men's Basketball Head Coach
Carolyn Sanders ..... Coordinator of Faculty Services/SPAS
Anita Sayles ..... Office Mgr. & Church Relations Coord./Advancement

Evie Schmiedeke	Marketing Coordinator/SPAS Charlotte
Ken Sigler	Davis Resident Director/Director of Student Activities
Sonya Snowdon	Coord. of Records & Registration/SPAS Charlotte
Tracey Swann	Campus Police
Don Talley	Library Media Coordinator
Linda Thompson	Health Service Nurse
Chanté Vaughn	Assistant to the Director of College Communications
Dottie Warren	Coordinator of Curriculum & Logistics/SPAS Asheville
Michelle Weeks	Admissions Office Mgr./McGregor Resident Director
Michael White	Women's Soccer Coach
Kathleen Wince	Anderson Resident Director/Career Counselor
Deborah Wright	Director of Charlotte Campus/SPAS Charlotte

FACULTY EMERITI

Virginia Buchanan, B.A., M.A.L.S.
John R. Crawford, B.A., M.Div., Ph.D.
Elizabeth H. Maxwell, A.B., M.A.
John T. Newton, B.E.E., Th.M., Ph.D.
David L. Parks, B.E.E., M.Div., D.D.
Charles Larry Wilson, B.S., M.S., Ph.D.

2003-2004 FULL-TIME TEACHING AND ADMINISTRATIVE FACULTY

Anderson, Hicks (2003) ..... Instructor, Business
BBA, MBA, University of Mississippi

Bennett, Jonathan (2003) ..... Instructor, Physical Education
B.A., Montreat College; M.A., Appalachian State University

Blanton, Gregg (1997) ..... Professor, Human Development
B.S., Evangel College; M.Ed., Converse College; M.Ed., Clemson University; Ed.D., East Texas State University

Boer, Robert G. (2002) ..... Assistant Professor, Music
B.C.S., Redeemer College; M.M., Drake University; additional graduate study: University of Iowa

Braboy, Beth A. (1998) ..... Assistant Professor, Education
B.S., M.A., Ed.D., University of Central Florida

Bugniazet, Judith B. (1988) ..... Associate Professor, Associate Director of the Library
B.A., University of North Carolina at Asheville; M.L.S., University of North Carolina at Greensboro

Cain, William (2001) ..... Assistant Professor, Bible and Religion; Chaplain
B.S., West Virginia University; M.Div., Reformed Theological Seminary; D. Min., Fuller Theological Seminary

Chaplain, Darin D. (1992) ..... Assistant Professor, Physical Education Head Baseball Coach
B.S., Georgia College; M.Ed., East Tennessee State University

Daniel, R. Bradley (1984) ..... Associate Professor, Environmental Studies/Outdoor Education
B.A., M.A., Appalachian State University; M.S., Northern Illinois University; Ph.D., Antioch University

Davis, Lloyd J. (1979) ..... Professor, Mathematics/Physics
B.A., M.A., Miami University, Ohio; additional graduate study: Purdue University, Texas A & M University, University of Kentucky, Kent State University, Western Carolina University, University of Maryland

Diehl, Sue (2001) ..... Assistant Professor/Reference Librarian
B.S., M.S., University of Tennessee

Doriani, Beth (2000) ..... Associate Professor, English Vice President and Dean of Academics
B.A., Calvin College; M.A., Kent State University; Ph.D., University of Notre Dame

Fapetu, Abiola O. (1995) ..... Associate Professor, Business
Higher National Certificate, North London University; M.B.A., D.B.A., United States International University

Forstchen, William R. (1993) ..... Associate Professor, History
B.A., Rider College; M.A., Ph.D., Purdue University

Frazier, Jane (2001) ..... Instructor, Bible and Religion
B.A., Agnes Scott College; M.T.S., Gordon-Conwell Theological Seminary

Glassford, Darwin K. (1989) ..... Associate Professor, Bible/Christian Ministries; Assistant Academic Dean
B.A., Taylor University; M.A., Wheaton Graduate School; M.Div., Trinity Evangelical Divinity School; D.Min., Covenant Theological Seminary; Ph.D., Marquette University; additional graduate study: Reformed Theological Seminary

Gorman, Kevin J. (1996) ..... Associate Professor, Business
B.S.Ed., University of Massachusetts; M.B.A., California State University at Fresno; Ph.D., Texas A & M University

Gray, Richardson K. (1975) ..... Professor, English
B.A., Malone College; M.A., Ph.D., Ohio University

Guffey Jr., James K. (1992) ..... Associate Professor, Outdoor Education
B.S., Montreat-Anderson College; M.S., Mankato State University

Hagan, Joseph (1997) ..... Instructor, Physical Education
Head Women's Basketball Coach; Sports Information Director
B.S., Auburn University; M.Ed., University of Montevallo

Joyce, Brian J. (1996) Assistant Professor, Biology/Environmental Studies
B.S., M.S., Ph.D., Pennsylvania State University

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Notes

Notes

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